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ABSTRACT

This document presents results of an investigation into the state of the art of research on the education of adults in Central and Eastern European and Baltic countries. The first section discusses the background and implementation of the research. Section 2 is "Adult Education Research Trends in Central and Eastern Europe: Research Project Report" (Zoran Jelenc). The following topics are addressed for the countries under consideration: social, political, and economic changes; the siutation of adult education; and the state of research on adult education (general situation, policy, and financing; research organizations and staff; research themes; and organization of research work). Conclusions and proposals taken from the national papers that follow and other sources are presented. The 15 national reports follow the same format: introduction, general societal situation and changes, situation of adult education, and state of research on adult education. The national reports are as follows: "Belarus" (Iouri Zagoumennov); "Bulgaria" (Maria Makedonska, Natalia Kalandarova); "Croatia" (Silvije Pongrac, Renata Cepic); "Czech Republic" (Frantisek Belohlavek and others); "Estonia" (Talvi Marja); "Hungary" (Pal Soos); "Latvia" (Ilze Buligina, Anita Jakobsone); "Lithuania" (Danguole Beresneviciene); "Republic of Moldova" (Didina Rogojina); "Poland" (Izabela Ratman Liwerska); "Romania" (Emil Paun, Nicolae Sacalis); "Russia" (Serguey Zmeyov); "Slovak Republic" (Viera Prusakova); "Slovenia" (Zoran Jelenc); and "Federal Republic of Yugoslavia" (Katarina Popovic-Cekovic). Two conference reports, "Report on the Workshop 'State of the Art Study' of Research on the Education of Adults" (Ljubljana, January 21-22, 1994). the International Conference 'Adult Education in the Period of Transition,'" (Ljubljana, March 10-11, 1995) follow. The summary is provided in English and Slovenian. Appendixes include three project reports: "Adult Education Research: World Trend Analysis"; "'State of the Art' Study of Research on Education of Adults in the European Countries"; and "'State of the Art Study' of Research on Education of Adults in Central and East European Countries." (YLB)

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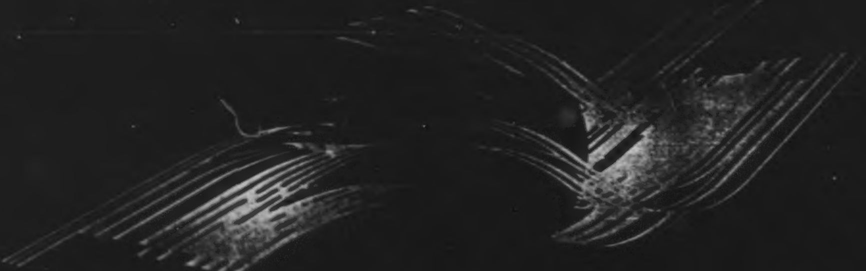

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of Central and Eastern Europe and the Baltic region
Research Project Report

Zoran Jelenc

Andragoški center Slovenije
Slovene Adult Education Centre

Ljubljana 1996

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Introduction

Zoran Jelenc

There were several incentives for the project which appears here in printed form. The first, directly communicated to some authors of national reports, was given by the European Society for Research on the Education of Adults (ESREA) immediately after it was founded in 1992. ESREA was the first to stipulate that Central or Eastern European countries should not be missing from its European report. With the next incentive coming from Unesco, a special project was set up covering the territory of Central and Eastern Europe. The theme of our research was therefore essentially more oriented towards the study of the common characteristics of this area of Europe. It is not a small area: it occupies more than one-third of the entire European continent and has half its population. As the research progressed, the countries in question started to become integrated. The more they continued their research, which had been launched by others, the more they began to perceive their own narrower and broader interests through that research. In the course of research some forms of interconnection among Central and Eastern European countries emerged, countries which had been interconnected in the past, in many respects by force and above all by politics and ideology.

Four years have elapsed from the incentive for research to the publication of the results of that research. This indicates that the research did not progress without obstacles and complications. Difficulties were partly due to the fact that the work was carried out mostly or entirely on a voluntary basis, and partly to the conditions in the countries under consideration; we are, after all, dealing with topics which do not receive much attention, let alone any social priority, in the development policies of former socialist states.

For this reason we can regard the realisation alone of this project to be, in the circumstances, a fairly significant achievement; likewise the publication of the results. Thanks are due to the authors of the national reports and to those who helped them to prepare the reports. Those of us who have been leading the project and charged with improving it feel satisfied that we have succeeded in bringing the work to the stage where it is ready for publication. Here we have to admit that some things could clearly be further improved, complemented or better set out in editorial terms.

It is characteristic of the countries under examination that they happen to be in the so-called »period of transition«. The phrase itself indicates that we passing from the former or from the present to some new and different position and order. Therefore, of course, we could not be satisfied for long with what has been presented here, no matter how perfect the presentation. Circumstances are changing rapidly; what is valid today will, in many places, no longer be valid tomorrow. It would therefore be pointless to capture these changes. The project is understandably a cross-section of a period, of circumstances as they exist in adult education and in the study of this field between 1992 and 1995.

Since our figures have been gathered during that period (some have been kept up to date, others not) we could insert essential changes in certain places, but not everywhere. We sought to record in the final version everything based on figures, even if those figures had been supplied by different authors. Unfortunately, in the final version we did not have the opportunity of securing co-ordination among all the authors. We apologise if a mistake has been made in this respect, or if a certain arbitrariness has been exercised over the material sent in, where the respective authors of the contributions might not wholly agree. But we do hope that the material has been followed up with adequate attention and with a feeling for what can be brought together, where this serves a purpose.

We are convinced, however, that the recording and publication of these research results was urgently necessary. They offer us a picture of a period, which is of particular importance given the fact that circumstances are changing so quickly. The research findings are thus a reflection of the period of time under consideration, and at the same time incentives for swifter changes in the field.

The research has shown that in most of the countries discussed adult education is insufficiently developed and that it is generally not included among those activities which might contribute towards more rapid changes in other activities and in social relations. If this is so, then the research is all the more necessary and topical. We can only wish that the research results might be used to the best advantage and have a satisfactory effect.

Background and Implementation of the Research

Background of the Research

The basic background of the research was worked out at the UNESCO Institute for Education (UIE) at the request of the UNESCO Higher Education and Research Division at UNESCO Headquarters. The aim of the project (A UNESCO-UIE 92-93 Project) entitled »ADULT EDUCATION RESEARCH: WORLD TREND ANALYSIS« was to »produce a world trend analysis of educational research into the development of adult education. The objective was to strengthen the impact of educational research on the development of adult education and adult basic education, and to assess the present and possible contribution of universities and other research centres to such a development«. Plans were made to produce studies of regional trends (Africa, Asia, Latin America, the Arab States, Europe, North America). The users of the reports were seen to be »the authorities in charge of developing research policy, but also those who are implementing formal and informal adult education programmes and the practitioners«. The UIE approached partners to take charge, in cooperation with the institute, of the realisation of the project. In carrying out the project, useful methodological help was able to be obtained in regional workshops, organised in individual regions in which experts would undertake analysis through the production of preliminary papers and the discussion of them. These regional inputs were envisaged to lead to an international seminar to assess world trends and to review and develop further the recommendations proposed during the regional meetings. Assuming that researchers came from different disciplines and were involved in studies undertaken in different national contexts it was one of the parallel goals of the research »to facilitate intellectual cooperation across disciplines and cultural boundaries«. In the European region, partners included the European Society for Research on the Education of Adults (ESREA) and the Slovene Adult Education Centre (SAEC)[1].

ESREA Research Project: »State of the Art« Study of Research on the Education of Adults in European Countries[2]. As far as its background is concerned it leans on the UNESCO project, but it does also have aims of its own. In the elaboration of the project the plan for the ESREA project refers not so much to UNESCO needs as to specific European needs, these being, in particular »the increasing importance of adult and continuing education as a specific element of policies for human resource development in the economic and social sectors at both the national and European levels; ongoing changes in the system of funding university-based research; the current financial and manpower crises, together with the major reorientation of university-based research into adult education, in the countries of Central and Eastern Europe; growing cooperation in research between universities in different countries; the development of research potential in the area of adult and continuing education in higher education institutes other than traditional universities; ... cooperation in the postgraduate training of young researchers...; the enhancement of the mobility of researchers throughout the European Community, and the transfer of research knowledge and skills in support of colleagues in Eastern and Central European countries; ... discussion ... with regard to the disciplinary, multidisciplinary and interdisciplinary basis of research...«. These were only the principal needs. The document bases the need for a study on the fact that »... there is no detailed study... of the developments and trends which characterise the nature, organisation and funding of research on the education of adults within the European Community. In particular, there is no study of the specific contribution made by university-based research to the development of the knowledge base about the education of adults...«. ESREA, however, sees in the realisation of this study the pursuit of its interest, by means of a complete analysis of developments and trends in Europe »to propose recommendations for financial support, within the terms of the Commission's new proposals for the Research and Technological Development Programme in the Field of Human Capital and Mobility, with a view to stimulating a stronger European-wide research infrastructure for the rapidly developing areas of adult and continuing education. This programme will provide support for the development of a Community system of research training fellowships; the creation and development of a European research network for scientific and technical cooperation; the launching of a Community system of R&D Euroconferences«. ESREA appointed three project coordinators responsible for carrying out the project and made arrangements for preparing national surveys, for which it engaged authors whose cooperation was secured; in addition to the authors whose cooperation for nine countries was promised, it also considered authors who would cover several countries or regions. The project had to be carried out in three stages, during the period 1992-1995. Here it was only the first and third stages which were covered by the UNESCO research plan, while the second stage was intended primarily for the construction of a database for the field covered by ESREA and for its needs; this already involved the setting-up of an information system for research into adult education in Europe.

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[1] This summary and all the quotations are from the document »Adult Education Research: World Trend Analysis« (UNESCO 92).

[2] This document (ESREA 92) used in the presentation of the ESREA project has been prepared by Dr Barry J. Hake, Centre for Adult Education, University of Leiden, on behalf of the ESREA Secretariat.

The third background of the research was determined by the coordinator of the project for Central and Eastern European and Baltic countries (abbreviation CEEB)[3]. For it turned out that the background for the study of CEEB countries had to differ, in some material and methodological aspects, from the general background of ESREA, which had been prepared by taking into account mostly the situation in Western European countries. Such a stance was adopted at the workshop in Ljubljana with the participation of representatives of the countries under discussion[4]. New elements in that background were: that it was necessary to compare and discuss the present situation of adult education in the countries observed and the developmental trends; that the national studies and the overview needed a presentation of the overall social, political and economic situation and changes, as well as the overall situation and changes in education and adult education as a framework basis for considerations of the situation and changes in research into adult education; that it was necessary to draw comparisons between the developmental trends for the period since 1989 (the year of great social and political change) and the period prior to that; that the study had to be enlarged to include all major producers of research in adult education, not only university-based ones (all the more so because the UNESCO objectives clearly included universities and other research centres).

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[3] A more adequate designation of these countries would be: former socialist countries of Central and Eastern Europe and the Baltic region. The official terminology shortens the designation to the name given in the text.

From the outlines of three kinds of basic backgrounds it is possible to see that they are not wholly uniform. In the published ESREA report (1994) it can be seen that some differences in the backgrounds may be due to the fact that at the very beginning ESREA research work was independent of the UNESCO project. Only later on, as close consultation continued, UIE and ESREA agreed to cooperate and it was decided that the ESREA study would comprise the European input to the UIE worldwide study. (Hake 1994:1). From this it can be concluded that ESREA has, all the time, had a comparatively separate and strong interest in research and that this interest, rather than the general background of UNESCO, was guiding it in its research work. This was amply shown in the laying-down of the background for research in the CEEB countries. At the workshop in Ljubljana (Report 1994) the UNESCO representative also stated that UNESCO research goals had been somewhat different compared to those of ESREA and, above all, broader (in what respect we shall see later).

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[4] At the workshop, held at the Slovene Adult Education Centre in Ljubljana on 21-22 January 1994, the document »Report on the Workshop »State of the Art Study of Research on the Education of Adults in Central and Eastern European Countries« (Report 94) was adopted. This document also serves for the formulation of this part of the background in our contribution.

Lack of coordination among the basic backgrounds has come to be felt, as we can see, inside ESREA as well. The research carried out in CEEB countries was not planned within the framework of the ESREA project at the very beginning. An agreement on that came later, largely through the initiative of UNESCO, which in part sponsored the research into this area. The background for CEEB countries sought to take into equal consideration the UNESCO plan and the ESREA guidelines; here it may be added that the representatives of these countries found the background of UNESCO highly significant for an adequate realisation of the research work. This is particularly true of the inclusion of the analysis of socio-economic circumstances and inter-cultural differences when determining the topics of the research and deciding on research locations.

We shall touch critically on some topics of research and the methodological approach to research work, and we shall seek to sum up the experiences gained in co-ordinating the research in CEEB countries.

Topics of Research

The topics of research are clearly closely related to the background of research. From the backgrounds presented above one might conclude that certain differences as to topics emerged in the course of research work. Whereas UNESCO's basic plan offered only a general orientation as regards topics, and in research they had to be determined with regard to the overall goals of the project, ESREA prepared special guidelines (ESREA 1992) which gave a fairly precise proposal of topics to be studied. This was grounded (Hake 1994:3) on the belief that through such an elaborate research instrument reporters from individual countries would be helped in structuring their data, which would subsequently facilitate the analytical phase and the preparation of the integrated report.

The instrument submitted (in fact it contained items determining central research questions) was doubtless useful and played a significant role in the implementation of the research work. Authors of national reports were in this way directed in determining the topics of research. This also helped them towards something which is significant in any comparative study: a uniform definition of topics for the comparison of countries included in research and for the drawing-up of a joint final report.

Its shortcoming, however, was that the research was too narrowly formulated in terms of its content, particularly if proceeding from the background of the UNESCO project. In setting the research questions, no explicit questions were asked about social circumstances and about the systemic organisation of adult education. This became apparent when we looked at which questions were posed by the research instrument. The research questions suggested were (ESREA 1992:3):

a) organisational infrastructure: sources and channels for funding; mechanisms for allocation of funds; assessment of output and quality control; policy- and practice-related questions with regard to fundamental and applied contract research; research priorities; forms of cooperation in applied contract research (government and partners); inventory systems for research;

b) internal organisation of university-based research: number of institutions and their location; dominant themes; disciplinary basis; balance between quantitative and qualitative research methods; channels for the publication of research results; language(s) for dissemination of research results;

c) continuing professional (human resource) development: organisation and financing of postgraduate training; registration system for dissertations; professional development of experienced researchers; national organisations for research on adult education; meetings of the researchers; funding participation at conferences; available bibliographical sources and journals;

d) European activities: forms of cooperation in the countries of the EC and with other European countries; organisation and financing of these activities; financing participation at conferences; assistance in the translation of research in other languages; training opportunities to encourage the learning of other languages;

e) analysis of developments and trends over a five-year period (1989-1993).

From the topics presented it can be seen that it was highly pragmatically oriented. It dealt with issues of practice in research work rather than with broader strategic topics of the position and role of the research on adult education in a given national or global context and as a constituent part of development policies. One gets the impression that the first stage of research was intended above all for the realisation of the second stage, i.e. the formation of the database for the needs of ESREA, which was otherwise a distinct part of ESREA's research plan.

Of course, the delimitation of topics, as shown above, did not prove wholly adequate. This was particularly the case for CEEB countries, but something similar might be said to have been the case in other areas of the world encompassed by the UNESCO project. It is a fact that in CEEB countries a detailed study of the organisation of research would not be of such topical significance as questions of the broader social significance of this field of research work. In these countries the position of adult education in general, and of its research in particular, is so weak that many of the questions set in the guidelines of ESREA are, at least for the time being, wholly of secondary importance. Therefore they also could not be met with very worthwhile answers. This is, of course, the reason why the CEEB countries, as regards content, had set quite other priorities in the guidelines. In the foreground were questions such as: the characteristics and trends of social development; the situation and position of education in general and of adult education within the general context (in the whole system, its administration and legislation, organisational structure, network of providers, infrastructure, financing, needs, modernisation and changes); the situation as regards the position of research activity in general and in adult education (here it was possible to use ESREA guidelines, but it has been necessary to add the institutional distribution of research outside universities, priorities in research from the viewpoint of state policy, the market, social partners, researchers and international organisations - all this according to topics of prime importance, to financial support, to decision-making methods). In research it was important to include a comparison of periods before 1989 and after that year.

ESREA guidelines as regards the topics of research are to be taken flexibly. This applies not only to research in CEEB countries but also to those of Western Europe. This was also the same in the ESREA report (Hake 1994:3), although it was not found necessary to modify the research instrument during the research. It is clear, however, that strict attention to the questionnaire is essential if we want to develop the database, which is undoubtedly a significant goal of the ESREA project. The reason why the research in CEEB countries was, in terms of its content, complemented as mentioned is perfectly clear: the accumulated data had to be sensibly elucidated in the light of social and political circumstances which are highly specific to these countries.

Approach to Research

As for the methods of research and research procedures, both UNESCO and ESREA are very general in their backgrounds. The essential thing, as defined by the two key organisations, was that it was necessary to include in the research selected key researchers who worked out the basic research report for their area (country, narrower area); that on the basis of such reports discussion was organised at regional workshops; that a joint report for the whole region was worked out (according to UNESCO for selected regions of the world); and that on the basis of regional reports an international seminar was held »to assess world trends and to review and develop further recommendations proposed during the regional meetings« (UNESCO-UIE: 92-93). ESREA added, in some detail (ESREA 1992), that any research worker who, with the agreement of ESREA, participated in the research of the national or narrower geographical area report had to conduct at least four in-depth interviews with acknowledged experts in his geographical area. Additionally, for the purpose of gaining additional empirical data, it was possible to use secondary sources of published information. These case studies were subsequently analysed by project coordinators.

Understandably, the adequacy of the envisaged research approach could not be assessed merely from the viewpoint of the ideal conception and (in terms of scientific methodology) adequate organisation of comparative research. It had to be taken into account that the guidelines for the methodological realisation of the research had to be determined by the realistic circumstances of the research. It is very important to note that for the purpose of carrying out the research there was, on the part of the initiators of the research (UNESCO, ESREA), no money available (UNESCO provided only a minimal amount as seed-money for each of the regional workshops and for the international seminar). This was a case of voluntary research work where, if you wanted to carry out your plan as far as possible, it was necessary to put up with less than perfect research approaches.

The approaches recommended by ESREA already called for fairly intensive cooperation on the part of a greater number of researchers in every country. The ESREA report (Hake 1994) did not make clear to what extent they in fact managed in every country to obtain, in addition to the principal researcher, at least another four experts to cooperate in the research work; but the final report (because of the incomplete state of the materials collected it was called »Draft Project Report«) permits the conclusion that this kind of cooperation was not, in all likelihood, realised to the envisaged extent. But, as we have already said, this can be understood in view of the absence of encouraging research circumstances. But it is another question as to whether this can be regarded as an extenuating circumstance when evaluating the purely methodological adequacy of research.

For the sake of comparison we shall outline how the research was carried out in Slovenia[5]. We took as the basic background the requirement that all empirical data (both quantitative as well as qualitative - opinions, standpoints, suggestions) had to be acquired directly from those persons and/or institutions who were sufficiently competent as to be able to give reliable data. In doing this we modified ESREA's instructions that data had to be given only by selected (a minimum of four) acknowledged experts. Through such an approach almost all the institutions and researchers engaged in research on adult education in the period under investigation were able supply us with data on all the research work carried out by the researchers and institutions. In particular, we compiled data from competent administrative services/ministries which to a greater extent commissioned and financed research on adult education. This made it necessary to prepare four different questionnaires to collect data. These were the questionnaires for: a/ research institutions, b/ researchers, c/ projects, and d/ administrative services. We included 11 research institutions (seven of them working within a university context), 23 researchers, 33 research projects and 3 administrative services. The questionnaires involved, besides the data required by the ESREA guidelines (state of organisation, fields and conditions of research and training of researchers) information on the views concerning the position, development opportunities and research trends, as well as suggestions for an improvement of the current situation. For each project a reasonably accurate collection of all the necessary data was made; and not only data on the extent and the financing of the research in adult education was compiled from the administrative services but also their viewpoints, concrete measures and standpoints concerning their policy towards research in this field.

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[5] Here it is of course necessary to say that for the research some funds were received from the Ministry of Science and Technology; but as the amount received was not sufficient, the costs had to be met in part from other SAEC funds. With the funds available we could meet only the costs of the organisation of the research and of the work of researchers collecting and analysing the material or preparing the report, whereas persons giving us interviews and institutions sending their answers could not be paid for their cooperation and this was carried out on voluntary basis.

Such an approach was also recommended to authors of case studies in other CEEB countries. But it was (or could be) followed only by some, and not in such an extensive form. In most of the CEEB countries the research was carried out to the best of individual abilities, as far as experts could become engaged and as far as they really had access to data and sources.

The next methodological question which had to be asked in this research was the question of the selection of the people in charge of the national case studies. The ESREA guidelines said nothing on this point, except that they had to be »established researchers who work at universities ... and ... active members of ESREA«. We have no reason to doubt the quality of the selected persons in charge of the research and still less to doubt their membership of ESREA. But a question remains as to how far the selected persons in charge could - under the circumstances described - become engaged with the research, and how much access to research they enjoyed. It seems that the criterion for the selection of the person in charge was - along with other qualities - primarily their goodwill and readiness for cooperation. My experience from the research that I coordinated tells me that this is not enough. I believe that for research of this kind it is highly important to take into consideration at which institution the research is being carried out. It need not be a university research institution, but an institution engaged in the research and development of the systemic organisation of adult education, and of course researchers closely related to this field, might well be highly suitable for this purpose. As an example I can again quote Slovenia, where the research was performed by SAEC, which is an institute for the development and promotion of adult education in Slovenia. By pursuing its basic function such an institute is highly motivated for the study of any issue concerning the systemic organisation and policy of adult education, when the themes are narrowed down to the question of research in this field. This can also be shown in financial support from one's own funds if others are not available.

The question to which both UNESCO and ESREA, in their proposals and guidelines for research, paid too little attention was the definition of a number of terminological points and concepts important for research. If we do not take this opportunity to re-open the question of the definition of the term and concept of »adult education« itself (it turned out that in the course of the research it did come up, having been raised in the French national report (Hake 1994:3)) we might well ask ourselves what is understood by the term »research«, and by whom. As an example I might quote the definition of research in the Slovene Law on Organisation and Financing in the Field of Science and Technology. According to this law research activity comprises »basic and applied research and development«. Basic research is »directed at the search for new general knowledge and the laws underlying it«; applied research is »directed at the acquisition of knowledge and of understanding with the view to deciding on the ways in which we can satisfy our understanding and the defined needs«. And development is the »systemic use of knowledge and understanding acquired through applied and basic research and from practical experience, directed at creating new materials, aids, systems and methods ...«; this process also includes the designing of products, the preparation of prototypes, processes, services and an organisational system, and their improvement. It is my opinion that these definitions are indeed up-to-date and that they reach beyond the former conception according to which developmental activity was kept distinct from »pure« research. The least we establish when accepting the formulations of research which I have quoted is the fact that research is not merely the domain of the university and university staff, and that research is a constituent part of the whole field of life and work. This applies not only to the fields of natural science and technology but also to social sciences. Developmental research in adult education comprises many elements which are otherwise characteristic of developmental research, e.g. the development of systems, models, new institutional forms, programmes, methods, etc. By limiting the ESREA project to university-based research the fields and scope of research were essentially curtailed.

Conclusions

I do not doubt for one minute that the UNESCO and ESREA projects have been and will continue to be useful, if not indispensable. This claim is true if I refer to the envisaged objectives of both projects, as well to the activities triggered off by this research among researchers and adult education experts, or perhaps the developmental changes which will follow from the research carried out. Research is also, in any case, a way for a particular discipline to become better organised, if not only through research activity itself and the activities which follow on from it but also through a critical appraisal of the work performed (e.g. of the plan of the topics and of the methodological approaches to research) and with the further improvement of the quality of research.

The »State of the Art« Study of Research on the Education of Adults in European Countries has been, and continues to be, of outstanding value to the CEEB countries. In this field, on the basis of the research carried out or along with it, processes of organisation and re-organisation, international cooperation and developmental change are being triggered off. This is true, even if, at the same time, we can assess the course and implementation of the research critically. In similar terms we can speak of the usefulness of the research for ESREA and - if we take a look at global circumstances - for UNESCO.

In my evaluation I therefore consider the project to be important and necessary, both for the prospective development of the research of adult education as well as for the development of adult education in general. The researchers and those who cooperated in the project deserve praise for their work, especially if we take into account the circumstances under which that work was carried out.

I am afraid, however, that the research was carried out in highly diverse objective circumstances and that these have significantly affected the methodological value of the research. In view of the fact that we have not everywhere received either the necessary or the most vital data (as far as the credibility of the sources from which it has been taken are concerned). In addition, the report for CEEB countries can be designated - as was done by Hake (1994) - as a »Draft Project Report« or a report which can present only the basic elements of the research issues and can serve as a good basis for a methodological analysis of the research performed. Clearly the most contentious task is the drafting of the joint report, hence the work on a comparative study in the true sense of the word, with all the necessary attributes determining the basic requirements of comparative research (e.g. Charters 1989: 3-23). In order, at least in part, to make up for methodological shortcomings and the partial unjustifiability of the drafting of a joint overall report, it seems useful to do at least two things:

- to publish all the national reports which were sent in, together with the overall report;
- to continue with the research on the basis of a critical evaluation of the deficiencies of the research performed so far and, as far as possible, to make up for the shortcomings and deficiences that may have occurred.

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Adult Education Research Trends in Central and Eastern Europe

Research Project Report

Dr Zoran Jelenc

Introduction

This project is part of an international research project carried out by the UNESCO Institute for Education (UIE) in Hamburg and the European Society for Research on the Education of Adults (ESREA). The title of the UNESCO project, which covers countries all over the world, is Adult Education Research: World Trend Analysis (a UNESCO-UIE 92-93 Project), whereas the title of the ESREA project, which only covers European countries, is a »State of the Art« Study of Research on the Education of Adults in European Countries. The Slovene Adult Education Centre was the coordinator of the project for the countries of Central and Eastern Europe.

Work on the project was done in two stages. In the first stage, we gathered and processed the material on the basis of a questionnaire and instructions prepared by ESREA for all European countries. Answers to the questionnaire were submitted in the form of national reports by the following countries (the authors of reports are given in brackets): the Czech Republic (Dr Vladimir Jochman and Dr Anna Petrkova with co-authors), Estonia (Dr Talvi Märja), Hungary (Dr Páal Soós, Dr Kalman Rubovszky), Lithuania (Edita Trečiokiene), Serbia (Katarina Ceković, MA), Slovakia (Dr Josef Pastier) and Slovenia (Dr Zoran Jelenc). On the basis of analysis of the material submitted, a joint report was prepared: A »State of the Art« Study of Research on the Education of Adults. A Synthesis of the National Studies of the Czech Republic, Estonia, Hungary, Lithuania, Serbia, Slovakia and Slovenia. Author: Zoran Jelenc, The Slovene Adult Education Centre, Ljubljana, 7 January 1994. The report was discussed at a workshop, with experts from Estonia, Hungary, Slovakia and Slovenia (as authors or representatives of national studies), and from UNESCO, in attendance; the workshop was conducted by Dr Jindra Kulich, from Vancouver, as the UNESCO representative. At this workshop, it was decided that, in addition to making other conclusions and recommendations, the second stage of the project should be implemented by means of a new, enlarged questionnaire. This questionnaire was sent out to more countries than the first one (including Albania, Belarus, Bulgaria, Croatia, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Macedonia, Poland, Romania, Russia, Slovakia, Slovenia and Ukraine, a total of 16 countries, not including Serbia, which was excluded since international sanctions prevented it from taking part in UNESCO projects).

As many as 11 countries responded to this second invitation for cooperation (authors who prepared reports specifically for the study are given in brackets, while the materials used and their authors are listed in the reference section at the end of the report): Bulgaria (Dr Marija Makedonska), Croatia (Dr Silvije Pongrac), the Czech Republic (Dr Vladimir Jochmann, Dr Vera Bočkova), Estonia (Dr Talvi Märja), Hungary (Dr Andor Marotti, Dr Pál Soós), Latvia (Dr Andris Plotnieks), Lithuania (Dr Danguole Beresnevičiene), Poland (Dr Izabela Ratman-Liwerska), Romania (Dr Nicolae Sacalis), Russia (Dr Serguey Zmeyov) and Slovenia (Dr Zoran Jelenc).

The aims of our research were:

- to analyse and determine the current state of affairs and trends in research on adult education in Central and Eastern European countries, all within the broader context of social development and of the development of adult education; particular interest was paid to changes taking place in the countries being studied since the fall of the state-centralist socialist or communist social systems;
- to offer for further consideration, on the basis of what was discovered here, the main possibilities for possible changes in the existing situation.

As part of the world-wide project, our findings should help determine the current position of research on adult education around the world, and contribute to the search for any changes required.

In the second stage of the study, the ESREA questionnaire was expanded, questions regarding the general state of affairs in the social, political and economic development of the country and in the development on adult education were added to questions concerning research on adult education. Authors were asked to provide a comparative description of the changes since 1989 in the state as a whole, in the development of adult education, and in research on adult education; hence our interest centred around a comparison between the current status and the previous situation. Authors taking part were also asked to send us materials dealing with this issue or to provide us with information on sources which could be used in our study. The response to our requests was fairly satisfactory.

Based on the material collected, a joint research report has been prepared under the title Adult Education Research Trends in Central and Eastern European Countries: Research Project Report. Final version 30 January 1995. Head of the research project: Dr Zoran Jelenc. The first version of the report (21 June 1994) was presented at the UNESCO international seminar held in Montreal between 6 and 9 September 1994, at which regional reports from all parts of the world covered by the UNESCO project Adult Education Research: World Trends Analysis were presented and discussed. The report on Central and Eastern European countries was presented by the researcher responsible for it, Dr Zoran Jelenc.

Following the second phase of information gathering for our report, and after dealing with the first version of the report in Montreal and preparing the second version, it seemed reasonable to gather the authors of national reports and other representatives of countries covered by the research together for a conference. Two of the more important aims of such a conference were:

- to deal with the joint report produced from the national reports submitted, to evaluate their findings, and to reach agreement on the possibilities for further improvement;
- to encourage long-term and intensive cooperation among Central and Eastern European and Baltic region countries in the development of and research on adult education.

The conference was held in Ljubljana, on March 10-11, 1995. Both of the goals set were achieved, as is clear from the three principal conclusions reached at the conference:

- to establish an ESREA Network for Countries in Transition
- to complete the Central and Eastern European and Baltic countries regional part of the European »State of the Art Study«
- to establish at the Slovene Adult Education Centre a Regional Clearing Centre for Research and Development in Adult Education in the Central and Eastern European and Baltic countries.

The conference contributed towards the situation, with most of the reports being added to and with new reports being made. The previously mentioned authors and states were now also joined by: Belarus (Dr Joury Zagoumenov), Bulgaria (Dr Natalia Calandarova), Croatia (Renata Čepić), the Czech Republic (Dr Frantisek Belohavlek), Latvia (Dr Anita Jacobsone and Ilze Buligina), Republic Moldova (Dr Didina Rogojina), Romania (Dr Emil Paun), Slovakia (Dr Viera Prusakova) and Federal Republic of Yugoslavia (Dr Katarina Ceković). In this way, the number of countries covered rose to 15. Of all the countries invited, only three did not prepare national reports: Albania, Macedonia (although their representatives attended the conference) and Ukraine.

Social, Political and Economic Changes in the Countries under Consideration

The countries of Central and Eastern Europe covered by our report can be more reliably identified if we call them European countries which used to have a centrally (state-and-party) planned Socialist (or Communist) order[1]. Such a situation and social order most typically links the states under consideration - Belarus, Bulgaria, Croatia, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Republic of Moldova, Poland, Romania, Russia, Slovakia, Slovenia and Federal Republic of Yugoslavia.

It has been pointed out (Polturzycki 1993: 348) that the countries of Central and Eastern Europe cover as much as 68 percent of the territory of continental Europe, and that they encompass 49 percent of the entire population of Europe. Their share is accordingly - at least in quantitative terms - far more significant than it would appear at first sight. The area includes 21 nations, 13 of them of Slavic origin (ibid.). Since the collapse of Communist rule, these states have been undertaking lively re-structuring, not only politically and economically, but also in their national and governmental-legal identity. A few new states, not previously (at least in the last 45 years) independent (the countries of the former Soviet Union, Yugoslavia and Czechoslovakia) have arisen, while some states have regained their former independence. In order to bring about these changes, some of them resorted to military means.

Regardless of all the civic-legal, linguistic, national, cultural, economic, geographical and other differences among the countries in question, all of them are indisputably related by the fact that, after the Second World War, or even during it, they came to form part of the so-called Eastern bloc, which fatefully shaped their internal system and activities for almost half a century. The totalitarian, one-party (Communist) dictatorship imposed in these countries by the former global power, the Soviet Union, even in such diverse countries, managed to establish a firmly uniform state order, control and life in general. The characteristics of this situation are: rule by the Communist party; dominance of ideological criteria in decision-making; abolition of pluralism and democracy; centrally managed and controlled economy; considerable degree of equality across all social strata (with the exception of the privileged political elite); isolation of the state and the population from states with a different social system; the spread of total domination over people (including through intimidation and all kinds of infringements of human rights); prevention of access to knowledge (except to the kind propagated by the authorities); the propagation of selective, ideologically acceptable values, etc. Such a form of state organisation is characterised by low productivity and an unsuccessful economy, and this substantially contributed to its downfall. This social order, however, also had a few positive aspects, such as guaranteed employment, guaranteed basic social and health-care rights for all conforming citizens, access to basic education for all, and for many among them, also access to higher education free of charge.

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[1] Central Europe also includes other countries, while some of the states in question belong more to Southern than to Central Europe, and others are known as the Baltic states. Nevertheless, we shall in our report preserve the term »Central and Eastern European« countries, since they were labelled as such by UNESCO and ESREA in the draft project and also because these labels have general currency.

The state-Socialist (Communist) social order - if judged by its overall effect - caused the states and people affected by it considerable political, economic, cultural, ecological, moral, and common human harm. The states on which this social order was imposed, regardless of their past varied degrees of development (some, for example Czechoslovakia, were among the most developed in the world) finished this »dark« period as less developed states compared to Western European countries. In all the countries affected, this period interrupted the normal course of development, and advancement of their own culture and their own economic trends. It interrupted their integration into »Europe«, and caused divisions in communications and a retardation of socio-historical developments.

It is difficult to recover from such isolation and retardation. Furthermore, if the recovery and changes have been adequately planned, only gradual changes are feasible.

For all these countries, 1989 - with the symbolic destruction of the Berlin wall - marks a historic turning point. The breakdown of the Communist social order is once again causing in all these countries similar social, political, economic and other changes. Differences, however, persist in as much as these countries varied in their past features and traditions, and in their present manner of achieving their independence and of cultivating their specific features as states and as nations. One can thus detect greater developmental elan in those countries which with the collapse of Communist rule have won their national independence (e.g. the Baltic states and Slovenia), greater economic success in those countries which historically had a more developed economy (e.g. the Czech Republic, Hungary, Slovenia). Apart from these differences, they are all more or less characterised by: the introduction of a market economy; private property; restructuring of the labour market; concern for the development of production and new technology; competitiveness; deregulation of management and legislation; guaranteed civil rights and democratic participation in decision-making; introduction of a multiparty parliamentary democracy; bigger divisions across social classes; life according to the principles of personal responsibility; openness to the world; search for ties with European organisations; internal regulations determined by the principles of the rule of law; guaranteed human rights for citizens; concern about environmental protection, and so on.

Of course, not all these changes operate in such a way that they could be solely construed as positive achievements. One the contrary, the changes tend to result in transitionally unfavourable conditions. Thus it can be said:

- In policy and administration. The transition from strong policy-making (which in its extreme form amounted to suppression of initiative and the creative spirit) may lead to a transitional situation of disputes and anarchy. The seemingly well-ordered co-existence of nations, cultures and religions may turn into excessive nationalist, religious and other forms of intolerance and demand, from would-be on-going development to critical political and economic situations.
- In the economy. From the command economic system which ensures jobs for everybody, although in firms with average or old-fashioned technology; from guaranteed social rights in predominantly large,

state-owned enterprises, the transition path leads to the uncertainty of the market economy, where firms are quickly being set up (a large number of small firms), but also closing down; to a predominantly systemically (at least for the time being) unregulated economy, with difficult and risky processes of re-structuring; the emergence of the private economy; through the demand for new technology and the (excessively) rash adaptation to them; through the new taxation system affecting every firm and every individual; through the new monetary and banking system, which requires of everybody a higher degree of awareness and a higher capacity for decision-making.

- In employment. From almost full employment (and thereby less responsible and consequently less difficult work) to rising unemployment, increased personal responsibility, difficult work and the struggle for jobs.
- In lifestyles. From a position of being uniform (according to the Soviet model) with to a large extent guaranteed satisfaction of the basic needs of everyday life and social security, a transition to uncontrollable plurality and increased uncertainty entailed by the as-yet inadequately developed civic society (in the processes of the transformation of laws, management, political culture, operation of political parties, forms and ways of government), by the lack of experience of the development and fostering of democracy, and by people being unaccustomed to the possibility of participation in the decision-making process.
- In national identity. From international isolation (despite the oft proclaimed internationalism) to the openness of the state, along with the adoption of stricter criteria for successful participation in competition with others; from the seemingly resolved issues of nationality to emerging phenomena of nationalism and to dealing with the national issues by the use of force; from seemingly harmonious federal states to conflicts within them and to attempts to solve the problem through the formation of independent states.
- In values. From firm and fully formed (if inadequate) values to the search for entirely new ones, or to the search for values in other places, where it turns out that such value-systems cannot solve many social

problems. In the vacuum of values and lack of orientation, socially negative outcomes are also possible.

Many of the authors of papers used in the preparation of this report (in particular Basel 1992; Hartl 1993; Kulich 1994; Ratman-Liverska 1993 and 1994; Stefanov; Šiklova 1993) offer highly sensitive accounts of how people survive these changes; these feelings are clearly not pleasant - they have their positive as well as negative aspects - and, to quote Ratman-Liverska (1993:13), they cannot please anybody. The changes are described as »postcommunist schizophrenia« (Šiklova 1993: 737) caused by the rapid changes in social status and the loss of past identity for all the people. In contrast to refugees or migrants, who are generally a small group in a new environment, the changes in former Socialist countries are changes involving the whole nation; while the nation has not changed its place of residence, the society around it has totally changed - not only views and attitudes concerning the situation, but even the borders and the name of the country, its form of organisation, flag, coat-of-arms, national anthem - and this is something that some people have undergone not just once, but several times. In spite of this, however, some find it hard to adapt themselves to phenomena that they have already forgotten.

The situation which, from outward appearances (changes, the beginning of new dynamics) seems to be something positive, contains numerous internal antagonisms: it is not at all easy to change people who have lived in a particular way for forty years (Basel 1992: 54). The formation of social consciousness requires a longer-term perspective; at odds with this, however, is the requirement that the situation should change more rapidly (in three to four years), lest the differences between these countries and the others increases even quicker - which would lead to »political instability, social disorder and danger for everybody«, including the West. These countries therefore urgently need help from other (developed) countries (ibid.: 58). However, it would-be naive to expect the »West« to solve the problems of Central and Eastern European countries quickly, or indeed at all, as it has no prescriptions for achieving that goal (Šiklova 1993). Furthermore, given the West's problems (unemployment, racism, corruption, social differences, poverty, homelessness, terrorism, organised crime, drugs, pornography, consumer mentality, brute competitiveness and so forth), it offers no good example. What sort of ideal is it that »if we try hard, the most we can achieve is to be poor relatives of the West« (ibid.: 747)? Therefore, it is not strange that people once again begin to trust the old days, which are becoming an idealised pattern, rather than the uncertain new promises. Consequently, at free elections they vote in their own countries for parties originating in the former Communist parties. Furthermore, transformations cannot be achieved through strictly defined models; asynchronicities arise between the administration and the degree of social consciousness; there are many paths pursued by a particular party (Ratman-Liwerska 1994).

These are only a few notes towards the elucidation of the sociological and psychological difficulties - in addition to the previously described economic, cultural, and political ones - felt in the countries of the former Socialist bloc[2]. One might also mention that resistance to the changes is a natural and predictable phenomenon; it is further increased by the lack of knowledge necessary for implementing the changes. In view of the incomplete information (which cannot be complete, since many systemic questions have yet to be solved, not all the necessary laws have been passed, and the rules of market behaviour have not yet been formed), resistance continues to grow. The people are beginning to feel confused. From such a position, destructiveness is not far away.

The search for a way out and for solutions will not be easy. However, let us be optimistic and believe that people are naturally disposed to look for solutions and also, through effort and perseverance, apt to find them.

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[2] At this point, these issues will not be discussed in any great detail. They have been elucidated to an extent that will be useful in presenting the social bases of the subject under discussion - research on adult education.

In doing this, they need help. Significant help can be provided by adult education, which is briefly discussed in the next chapter.

The Situation of Adult Education in the Countries in Question

Our study so far permits us to assume that, for the countries under consideration, adult education plays a very significant role[3], whereas the general social circumstances outlined point to assumptions about which educational fields or subjects are most relevant for particular countries.

All the countries under consideration have similar needs for adult education, and these can be classified into a few typical groups, to wit[4]:

a) Society and democracy. In brief, this refers to knowledge helping citizens to understand, accept, and develop a democratic society and policy, as well as the processes of how these are shaped and how they operate. These are issues of pluralism, a new social order, the whole social and cultural context, social circumstances, democratic relations, responsible citizenship, the development of democratic and local community institutions, the relationships between social groups divided by nationality, culture, religion, etc., relations with other countries, and peace and cooperation between nations.

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[3] This is also undoubtedly confirmed by the relevant material examined. Both in responses to our questions and in other sources, there are very rich, weighty, and useful considerations and proposals concerning the development, needs, and opportunities of adult education in the former Socialist countries of Central and Eastern Europe. In our report, we briefly summarise some of the more significant findings, inasmuch as this is necessary for the better elucidation of our central theme.

[4] The order in which they are listed does not necessarily reflect their order of significance, although the first places on the list are taken by the most common needs.

b) Economy. Training and re-training (of workers, especially managers and entrepreneurs, but also of citizens and other persons) for the new organisation and operation of the economy, which includes in particular: the principles and operation of the free market and a market economy, productivity, quality of production, introduction and development of new technology, labour efficiency, modernisation of knowledge for work and for relations at work, the conduct of business, human resource development, needs (by branches, fields of work), banking and financial operations, etc.

c) Employment. Education, training and re-training of the employed and of the unemployed, with a view to preserving, changing or obtaining work.

d) Education. Acquisition of general education and of professional training, and thereby improvement of type and level of vocational training and education of the population.

e) General education. In various fields and with different levels of demand; both practical knowledge for everyday life and humanities knowledge, of art, philosophy, etc..

f) Some specific and relatively independent fields of knowledge, such as: foreign languages, information and computer technology, ecology, new legislation, administration and systems organisation.

g) Education of special sections of the population: the disabled, migrants, the rural population, less educated people, elderly people, etc.:

h) Literacy and functional literacy.

i) Training of adult educators.

These needs exist in more or less all the countries in question. This is also otherwise a fairly common picture of the needs for adult education under current circumstances. However, a true picture of the real situation in the countries under consideration taken as a whole or individually can be obtained only when we have established priorities and short-comings by applying various criteria, particularly such criteria as: contents, systemic and legal regulations, the network and operation of organisations, and funding. In making such a survey, one finds that not all the fields are equally emphasised and significant, either for the state as a whole or for individual structures or individuals themselves.

If we take a look at the content priorities, we find some typical priority themes which consistently re-appear in all the states, or rather which denote the common highest priority of the transitional period in these countries. There is actually great demand in these fields of knowledge, and not merely verbally expressed demand. The main demand is for: training of senior management and businessmen; training and re-training of the unemployed; training in foreign languages; and information and computer technology. There is also less intensive demand for: training of citizens to pursue new possibilities in the economy (e.g. enterprises, opening of small firms); training of citizens for banking and financial business (stock exchange, shares, interest rates, investments, etc.); keeping the citizens informed about new legal and systemic regulations and/or measures.

Just as these countries have fairly clearly articulated common priorities regarding the contents, so in adult education do they also have typical shortcomings in the contents, in particular: degree-level education; all forms of school and formal education (at all levels); general non-formal education (different contents for personal needs, cultural development); political education and education concerning trade-unions.

These shortcomings even represent retrogression from the previously achieved state of affairs (when these fields were still supported by the state or by politics). However, there are other shortcomings which can also be designated as such in view of social or personal needs not as yet adequately realised: education for citizenship and democracy; education for more efficient work and working habits; updating and improvement of knowledge; education of younger adults; education for ecological responsibility; agricultural education; relations between different ethnic groups.

Both priorities as well as shortcomings can be accounted for; however, they are a consequence of both general societal (political, economical, cultural) circumstances and, in part, shortcomings in the systemic organisation and in the development of adult education, which we shall briefly outline below.

However, before starting this, we should note that, as a rule, each of the countries covered by the survey has its own specific priority field, and its own specific shortcomings. By virtue of this, the individual countries vary among themselves. A typical example is, say, Croatia, where, because of the war, special emphasis is placed on the education of special social groups (the disabled, refugees, returned emigrants, soldiers), and where, in addition to other priorities, special emphasis is placed on education for peace and understanding among nations (Pongrac 1994). In Bulgaria, they speak about a wholly destroyed system of professional education, a consequence of the fact that the state has not got the necessary developmental plans, while the closure of previous institutions has also contributed its share; priority is given to the reconstruction of these institutions (Stefanov). In the Czech Republic and likewise in Slovakia, one may notice the rise of andragogy in academic institutions (Hartl 1993). In Estonia, great emphasis is being laid on the training system model with the aim of contributing to improved labour competitiveness and to expanding business within the local community to support regional development, for which purpose a special project has been developed (Laanvee 1994). Likewise in Latvia, where, in connection with the preparation of a model for economic re-construction of the post-Communist states, they lay great emphasis on qualifying people for higher skills and on re-training of specialists, businessmen, and citizens (Plotnieks 1994). In Lithuania, the decline of participation in formal education (evening schools) is being mitigated through intensified organised self-education of individuals or groups. In cooperation with a foreign partner, Hungarians have started a project to revive folk high schools (Toth 1989), and with a loan from the World Bank and in cooperation with the Ministry of Labour, they have established a modern institute for re-training, with an institutional network extending all over the country. Poland has established centres for civic and economic education in association with the project Civic education in a democratic society, which is being carried out in conjunction with Ohio State University (Ratman 1994). Slovenia has managed through active forms (study circles) to motivate large numbers of citizens for learning and education (Jelenc 1994).

In the remainder of this report, we shall mostly schematically and briefly present the current systemic organisation and development of adult education in the countries in question and its causes. Here, we must be aware that such a presentation may also be somewhat oversimplified.

Regardless of past traditions and development of adult education, all the countries of Central and Eastern Europe, some more than others, followed European patterns and traditions, and already in the last century or even earlier, had fairly well developed forms of popular education. At the beginning of this century, they already treated adult education as a special and autonomous area of education. After World War II, all these countries had to subordinate themselves to the Soviet model of education, which gave priority to school and political education - all this in the name of the development of workers and the working class (while the benefits went primarily to the political elite); in particular, general, non-formal education (for one's own personal development) was de-emphasised, even if many forms of cultural, popular-scientific and trade-union organised education were active (cultural houses, associations for the dissemination of scientific knowledge, socialist academies, trade-union educational centres, and so forth), where the contents were selected on ideological grounds. Even so, during this time many of the countries had found for themselves some room for free activities and accordingly achieved a considerably high level of development of adult education (e.g. Czechoslovakia, Hungary, Croatia, Poland). During the last period of the state-Socialist order and Communist rule (least so in the countries of former Yugoslavia), circumstances everywhere were becoming harsher and much less favourable for adult education. At that time, there was a major decline in participation in formal education, and forms of free, non-formal education operating hitherto were closed.

This was the heritage with which the countries under consideration passed into the post-Communist period. The unfavourable situation in the systemic organisation of adult education was further aggravated by political and social circumstances. The states, for the most part, treat adult education as a child and a relic of Communism, giving it no support. Governments fail to see or do not want to see the benefits accruing from adult education (Kulich 1994). Economic conditions are critical everywhere, and this is reflected in the strong cuts in public funding for education, with very little support given to adult education; this field is being left to the laws and operation of the free market; for this reason, the most active programmes are those which are in the interest of either individuals (foreign languages, commercial undertakings, computer technology) or the economy (businessmen, managers), or which must be financed by the state if social unrest is to be avoided (the unemployed). In this way, adult education no longer enjoys the automatic support of the state and it also lacks wider support from firms and the economy. There has been a decline in participation in programmes for general personal needs, for acquiring formal education; there is insufficient support for civic education, etc. Such a situation - suitably expressed in the statement that »education is among the last priorities of the new democratic government, and adult education comes last within education« (Basel 1992: 57) - is most characteristic of the countries which previously had the most developed adult education system (the Czech Republic, Hungary, Poland), and even more so in, for instance, Estonia and Slovenia, where the new social circumstances (the establishment of an independent state, which may well stimulate the country towards more ambitious developmental projects) have, thanks to the highly active endeavours of experts in adult education, facilitated comparatively good development in adult education. In most countries, the profession has for the most part lost its status and possibilities to exercise influence.

Another part of the picture described is the fact that, in these countries, adult education has not yet been legally regulated (new laws have largely not yet been introduced, with for the most part the old, rather inadequate, laws still in force) and is still administratively unregulated (in most cases there are no administrative units; where they exist, they are weak, with the division of responsibilities among ministries unclear), and the network of adult education providers is developing through, as it were, blind forces (many previously operating institutions have been closed; numerous new ones, particularly private ones, are springing up, without adequate government direction and support); the old organisational structures, teaching methods and behavioural patterns among participants and among teachers, and the same bureaucratic approaches, remain(Kulich 1994); there has been a major drop-out among personnel employed in adult education. It has been described colourfully (Hartl 1992: 62) as a vacuum, where the old has been abolished but the new has yet to develop.

There are also a few positive signs: in six countries (Bulgaria, Estonia, Hungary, Latvia, Slovak Republic, Slovenia), special administrative units have been founded at the Ministry; in several countries (the Czech Republic, Hungary, Lithuania, Poland, Romania), special laws concerning adult education are in preparation, or have already been passed (Estonia, Slovenia); great expansion can be seen in journalism and publishing; in contents and in organisation, the autonomy of institutions of adult education has increased; international cooperation has been growing, and professional associations of adult education are being organised. But on the whole, one may nevertheless speak about stagnation or even retrogression, and even in the future, rapid development cannot really be expected.

In such a situation, adult education is clearly unable to cope with all the major and increasing new requirements described at the beginning of this chapter. A significant role in changing the situation should be played by research; what its possibilities are here is discussed in the following chapter. The role of research is all the more important as experts are agreed that foreign patterns cannot simply be translated into new social circumstances, but must be examined beforehand and their adequacy assessed.

The State of Research on Adult Education in the Countries in Question[5]

General Situation, Policy, and Financing

It is characteristic of the period up to 1989 that, in most of the countries under consideration, research activity was comparatively well developed, being strongest in Czechoslovakia, Hungary, Poland and Yugoslavia (Kulich 1994). Research was conducted either at universities and schools of higher education, or in special institutes and specific research institutions of ministries; the latter were particularly well equipped and conducted fairly widespread activities. According to Kulich (1994: 15), research in many countries was not carried out at universities, but was based at academies of science, at socialist academies and at special institutions, since this made it easier to exercise political control. Research was carried out according to a state or sector plan. Naturally, at least the official contents of research were determined by current policy and ideology.

The current situation of research on adult education is similar to that outlined in the previous chapter. The crisis in societal organisation is of necessity reflected in the crisis in science, although research - now that it is no longer required to satisfy the needs imposed by the demands of the societal order in real-Socialism - faces major challenges; for researchers, this is »in spite of its difficulties and barriers, an exciting task« (Malewski 1992: 63).

The general situation in research on adult education is characterised in particular by the following features, which are more or less common to all the countries under consideration:

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[5] We did not have complete data for research work in Republic Moldova and Latvia; also, the data for Belarus, Croatia, Romania and Slovakia is rather incomplete.

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a) There has been a marked decline in the intensity and extent of research compared with the situation before social and economic changes;

b) The intensity of political change has redirected research interests to other fields; technical and economic projects are favoured at the expense of humanities ones; investment in research, which is in any event low, is particularly weak in terms of investment in research on adult education, which is funded even less than pedagogy; in Poland, for example, it should be excluded from the authority of the National Committee for Research (Ratman 1994: 13); in comparison with research on the education of children and young people, the percentage of research dealing with adult education is fundamentally smaller;

c) Development disorientation is characteristic, especially in the as yet unclear national priorities and research policies; there is a lack of strategic concepts, coordination and surveys of research activity (the number of organisations and researchers, cooperation, technical equipment, organisation, financing, opportunities for publishing, technical resources, etc.); governments do not have an overall plan; there is no proper awareness of the research field in adult education; research on adult education tends to remain limited, and fragmented; ministries responsible for research don't coordinate with each other;

d) The research programme has changed in such a way as to lay exclusive emphasis on the applicability of research.

e) Ideological factors are at work today just as they were in the past, except that, at present, themes that were rejected in Socialism are now given priority (Ratman 1994: 14).

f) In research work, the following general characteristics are emerging:

- The Cutting of government funding for research and the adoption of the principle of self-financing projects, which means that funding must be sought from different sources and is not secured in advance. There is no special funding for research on adult education, as a rule. In some countries (Hungary, Lithuania, Russia, Slovenia), the government channelled funding through special funds for research. To obtain funding in Slovenia, it is important to have cooperation with partners with their own sources of funding (these being generally the Ministries of Education and of Labour, which thereby pursue their interests in research). The extent of government funding invariably depends on the economic situation, which is poor everywhere.

- Many potential sources (in addition to the ministries, there are firms and larger organisations as well as regional bodies) are, in the aggravated circumstances, unwilling to allocate money for such projects.
- Research has become a commodity determined by: unemployment, the level of welfare, the wealth of each social group, qualifications required for the market (Malewski 1992: 59).
- Even those who do finance educational research (e.g. funds for the development of higher and university education) do not accept adult education as a priority.
- Formerly significant institutions for research on adult education are being closed down. The Number of researchers is being reduced. There is no necessary developmental research infrastructure.
- Lack of order in government regulation of the influence on gathering of research data and on reducing the number of useful statistical indicators.
- There is antagonism among partners who should be interested in adult education and in research in this field. There are no agreed methods for gathering funding, and coordination between sources of funding and partners is indeed weak. This lack of coordination is an impediment to the development of a unified research programme.
- The characteristics mentioned are perhaps particularly noticeable in the area of vocational training, as they are even being designated »the collapse of research and development structures« in this field (Grootings 1992: 4).
- Research depends on individuals and on their interest. In this context, it may be observed that experts in the practical field are usually not interested in research.

Research Organisations and Staff

Research is carried out at universities and institutions of higher education (education faculties and institutions/colleges for training adult educators) and at other research institutions.

As a rule, professors and staff from universities or colleges carry out research projects. Since research in other institutions is undergoing a critical period, the majority of researchers are gathered at universities. Only in some countries are there separate departments of andragogy (the Czech Republic, Estonia), otherwise research on adult education is also carried out in other non-specialised units (pedagogy/education, psychology, foreign languages); nowhere is there a separate faculty of adult education. The number of university or college units engaged exclusively or partly in adult education varies from one country to another, but everywhere there is more than one such unit.

The former (government) research institutions have for the most part become disintegrated, and no new ones intended specifically for adult education have yet been established to replace them. Research on adult education is pursued - in addition to their fundamental projects - by institutes from other scientific branches (pedagogy/education, labour, social sciences, sociology, philosophy, psychology, organisational sciences, law, economics, culture, quality of living, etc.); pedagogical research institutes in many cases do not deal with adult education.

There are not many special research institutions for adult education. They exist in the following countries: the Czech Republic (Institute of Adult Education at the J. A. Komensky Academy); Hungary (Hungarian Institute of Folk High Schools, National Centre of Distance Education); Latvia (Adult Education Research and Development Centre), Lithuania (Institute of Pedagogy - Department of Continuing Education); Russia (Research Institute of Continuing Education, Institute of General Education - Department of Andragogy); Slovenia (Slovene Adult Education Centre), Federal Republic of Yugoslavia (Institute of Pedagogy and Andragogy).

Research work is also carried out in units of academies of science, ministries of education, Associations for adult education, other research centres (i.e. University Development Centre, Association of women etc.).

The number of researchers strongly depends on the funding available, but as a rule it is lower than before, the only exceptions being the Baltic states and Slovenia. In research on adult education, we mostly encounter sociologists and psychologists, whereas as a rule, experts specially trained in adult education - andragogues, adult educators - hardly exist, as there are no separate programmes for the education and training of such professionals.

Research Themes

Research themes in most of the countries are not clearly determined by a particular planned, systematic or constant policy. Since the state basically does not finance research on adult education, or at least not to a significant degree, the priorities are determined by the interests of the institutions or by the researchers themselves. Most commonly, they are determined by university teachers, while the themes themselves are related to the subjects (contents) dealt with in the lectures. Since national priorities are not identified, research themes develop »ad hoc« and are also (outside the university) related to coping with tasks of topical interest. The number and subjects of research work changes every year. The priorities are likewise not institutionalised.

In view of the circumstances outlined, there is no complete overview and also no more clear data on research projects[6].

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[6] This was also a great impediment to carrying out our research project, as the authors of national studies and reports most frequently had to assess the situation based on their own knowledge or through researchers whose cooperation they had managed to secure - while an insight into the overall situation could not be achieved; only in Slovenia was the information made available though a study covering all the relevant factors: research institutions, researchers, and ministries as the main sponsors of research work. Some of the data for research in Lithuania was also gathered empirically.

When it comes to making decisions as to which projects should receive financial support from the state - support which is, as we already said, modest - the priorities are usually determined by the ministry of education or other ministries for particular areas of interest. Here again, the point at issue is not what clearly has a certain fixed national priority, but rather decisions on applications sent in response to tenders, as well as on the selection of registered research projects.

Significant insight into the issue of research priorities can be obtained from the titles or main themes of research projects currently in progress or which have been actual in countries in question[7].

The titles being named in sources available and other research themes not quoted as titles of projects are:

Belarus

Research themes quoted:

- cultural and anthropological problems of education; - inter-disciplinary research in education and role of philosophy in the process; - methodological problems of education; - epistemological problems of education; - education and human values; - relationships between sociology, philosophy and cultural studies in solving educational problems; - regional principles of education; - feminisation of education; - national and multicultural foundations of education; - socio-economic and legal organisational problems of education development in the new system of social relations, planing and forecasting in educational system; - education quality at different levels; - standards in the national education system; - knowledge test at various education levels; - the private sector in the education system; - comparative education.

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[7] The list contains the themes reported by the authors as being currently in progress; therefore, we do not mention here the numerous themes otherwise cited in the answers to the questionnaire on priorities, where priority themes are given, regardless of whether they are in fact being carried out at the moment or not. In connection with the list, we must also say that it was made by authors who did not all report equally exhaustively. Some of the authors answering the questionnaire on priority areas of research did not think it necessary to give in addition the titles and topics of research projects. Therefore, the list is not to be regarded as containing all the themes currently being worked on in the countries under consideration. From the list, it is not possible to conclude how extensive research in individual countries is, but the list rather offers us guidelines on research topics in a particular country.

Bulgaria

Themes cited by titles:

- Illiteracy and its contemporary dimensions;
- Distance education and the training of teachers;
- Development trends in the system of adult education and qualification;
- Block and module structuring of the education plans in adult education;
- Problems of professional qualification under the conditions of market economy;
- Interaction of education and work in Bulgaria;
- The future of distance education projects;
- Economic Education of the Work Force;
- Adult Education in the Service of Knowledge and Exercise of Human Rights;
- Adult Education and Qualification in Some European Countries;
- Didactic Problems of the Training and Qualification Upgrading of workers;
- Factors for Raising the Effectiveness of Adult Education;
- Qualification under Labour Market Condition;
- Socio-economic Aspects of the Continuous Upgrading of Education and Qualifications of Specialists;
- Systems for Continuous Adult Education.

Research themes quoted:

- school technical education: here they were concerned with particular subjects, organisational forms, methods, and efficiency; - needs for the qualification of the workforce and state policy in the stage of development;

- comparative education; - concepts and other theoretical developments; - experimenting with new educational technologies and organisational forms; - effectiveness of adult education; - contents, forms and methods of education; - educational and technical media; - training of instructors in the process of qualification upgrading; - requalification of the workforce.

Croatia

Themes cited by titles:

- Models of adult education within the framework of social and professional changes;
- Education and quality of life;
- Structuring of the composition of gerontogogic theory and practic;
- A Comparative Analysis of the Croatian and European (World) School System.

Research themes quoted:

- models of written communication and the promotion of further professional adult education; - further training of teachers; - tutorial work in adult education; - forming of skills and the problems of using simulators; - lifelong adult education.

The Czech Republic

Themes cited by titles:

- Overall social systems of research and education (1986-90).

Other themes quoted:

- requalifications; - personnel management; - psychological problems in adult education; - distance education; - overall conception of andragogy; - adult education in ecology; - social work and social problems of andragogy; - status of adult education; - comparative andragogy; - adult higher education; - general theory of adult education.

Estonia

Themes cited by titles:

- Estonian National Programme and State Programme for Education of Adults;
- Educational Needs of Adults in Estonia Today;
- The Role of Schools (Education and Adult Education) in local development;
- Policy and Practice of Professional Continuing Education of School Principles;
- Teambuilding and Building a Team as an Andragogical Problem.

Other themes quoted:

- the person as a subject of education; - methods in adult education and their efficiency; - methods as social and cultural value; - communicative competencies of adults; - access to adult education; - efficiency of adult education; - andragogy, theory and concept of adult education; - adult education terminology; -adult education policy; - the structure and system of adult education including general, vocational and popular adult education; - local administration and the role of adult education; - the adults as a subject of self-development; - the role of home in education; - women and education; - functional literacy; - re-establishing forms of adult education which existed in the first period of independence.

Hungary

Themes cited by titles:

- Vocational Training for the Labour Market (1991-1993);
- Comparative andragogy (1994-1997);
- Distance Education;
- Policy of Culture;
- Civil-voluntary-community Adult Education;
- History, Theoretical Conceptions and Methodology of Folk-high Schools;
- Management and new Techniques of Adult Education;

- Social Policy, Mental Hygiene and Adult Education;
- Minority Cultures and Adult Education;
- Forms of Open Training.

Other themes quoted:

- historical problems of adult education; - theory and methodology of adult and continuing education; - theory and policy of culture; - problems of aesthetic and art education; - distance education; - local authorities and adult education; - management of culture, art and adult education; - network of adult education institutions; - problems of folk high schools; - questions of political socialisation and education; - the relation between general-liberal and vocational education; - comparative andragogy; - adult education as human education; - characteristics of adulthood; - reading and understanding; - methodology of disseminating scientific knowledge; - planning curricula for adults; - problems of andragogical evaluation; - effectiveness of the processes in adult education; - problems of self-education and andragogy; - gerontology and adult education; - theoretical problems of folk-culture; - media and cultural policy; - community education and local society; - conceptual questions of the regional workforce training centres; - planning of curricula for training cultural managers; - political adult education; - cultural economy and adult education; -human resources development and adult education; - management issues in adult education; - social policies, mental hygiene and adult education; - minority cultures and adult education; - forms of correspondence training.

Latvia

Themes cited by titles:

- Further Education in Latvia;
- Developments in Economic Life and in the Labour Market of Latgale - Needs and Possibilities for Adult Education.

Other themes quoted:

- systemic and conceptual approaches in education in general, and in the continuing education of teachers in particular; - adult education needs; - teacher training methodologies; - education of target groups; - comparative education; - distance education.

Lithuania

Themes cited by titles:

- Group Learning Methods for Adult Education;
- Problems of Unemployed Persons;
- Values, Learning Motivation and Expectations of Adult Students and Teachers;
- Adults in the System of Higher Education and the Model of its Development;
- The Models of Youth Schools as an Alternative to the Daytime General Secondary Schools for Young Adults;
- Models of Non-formal Adult Education;
- The Model of Vocational Education in Lithuania;
- The Psychological Assumptions for Lifelong Learning in Lithuania;
- Current Situation in Non-formal Adult Education in Lithuania;
- Modern Distance Education in Lithuania;
- Formal Adult Education Module.

Other themes quoted:

- theoretical model of the adult education system in Lithuania; - creation of a system of vocational training for adults; - the development of curricula and teacher training for the vocational education of adults; - management reforms within the system of vocational education; - comparative studies of non-formal adult education in Denmark, Germany and Lithuania; - the system of further education of adults; - longitudinal study on the values of young adults.

Poland

Themes cited by titles:

- Society, social development in rural environment;
- Culture, quality of life in rural development;

- Subculture of young adults;
- Comparative education in Europe;
- Popular education in the period of transition;
- System, policy of adult education in the period of transition;
- Young adults and culture;
- Theory, conception and methodology of andragogy;
- Andragogy and educational functions of voluntary associations;
- Strategies for education of disadvantaged groups;
- Education of the elderly in »Older Adults Open University«.

Other themes quoted:

- adult education in the development of new technologies;- theory, conception of andragogy; - culture, quality of life; - characteristics of participants, adults as learners; - vocational education; - formal education in school; - modernisation, new forms/methods of vocational education of adults out-of-schools; - education of the elderly; - civic education, adult education and democracy; - labour market, employment; - human resource development; - formal and non-formal education; - personal and social development; - system, policy of adult education in the period of transition.

Romania

Themes cited by titles:

- Vocational training;
- Functional literacy;
- Education of parents.

Other themes quoted:

- conceptual definition of the concepts and functions of lifelong education and adult education; - psycho-social significance of adult education; - institutional system of adult education and its functions; - the rights of adults; - satisfying professional and socio-cultural interests of adults; - possibilities and characteristics of adult learning; - relations between school (initial) education and adult (continuing) education; - adult-centred teaching (andragogy) and child-centred teaching; - adult education as a field of the overall education system; - practical modalities to achieve adult education in line with the professional or sociocultural interests of adults.

Russia

No themes cited by titles.

Other themes quoted:

- a concept of the system of adult education as a branch of educational services; - a future model for the development of adult education in Russia; - educational guidance service: concept, model, and implementation; - a concept, model and sample curriculum for the training of adult educators; - essential principles of adult learning and conditioning of their realisation in the process of adult education and continuing education; - socio-economic problems of adult education; - psychological problems of adult education and of adult educators' training; - history of adult education in Russia; - contents and curricula of general secondary education of adults; - problems of training and continuing training of pedagogical and managerial staff of adult education; - future development of adult education; - comparative adult education; - higher adult education; - postgraduate training and retraining; - technology of providing teaching-learning aids; - technology of correspondence education; - vocational (professional) education of adults; - general secondary education of adults; - philosophy of adult education and of lifelong education; - theory of adult learning.

Slovak Republic

Themes cited by titles:

- Adult Education in the Process of the Transformation of the Economy and Social Development: project compound of these special themes;
- Adult Education Market and its Specifics in Economic Transformation Leading to the Information Society; Professional Competence of Adult Education Workers, the Present State, Needs, and Prospects;

- Analysis of Educational and Social Needs of the Adult Education Market Customers;
- Management and Marketing of Adult Education Institutions;
- Adult Education Strategy and Programmes in Slovakia.

Other themes quoted:

- the development strategies; - terminological problems; - curriculum development and problems of methodology; - professional qualification of educationists; - socio-economic efficiency of adult education.

Slovenia

Themes cited by titles:

- Adult Education as a Factor of Development in Slovenia;
- Definition and Creation of the National Programme of Adult Education in Slovenia;
- Adults as Learners in Slovenia;
- Outstanding Experts on Adult Education;
- Functional Literacy in Slovenia;
- Pedagogic Development and Andragogic Disciplines in Slovenia in terms of Modern Theoretical Paradigms and Trends in Adult Education;
- Introducing Distance Education in Higher Education in Slovenia;
- Further Education System of Employees in Connection with Economic Re-structuring;
- Adults' Learning by Experience in Different Socio-Cultural Strata;
- Introduction and Evaluation of Study Circles in Slovenia;
- Education and Training for Workforce Mobility in the Slovenian Labour Market;
- Improving Educational Supply for the Unemployed;
- The Origins and Development of Adult Education in Slovenia.

Other themes quoted:

- andragogy, theory and conception of adult education; - the relationship between pedagogy and andragogy; - network of adult education institutions; - adult education legislation; - the role of adult education in society: its impact on productivity and processes of restructuring; - economic significance, economics, financing of adult education; - educational needs, planning and development of human resources; - contents of adult education; - adult education and the labour market; - vocational education; - research on different types of learners (students, prisoners, elderly); - new methods in adult education (multimedia, distance education, learning by experience); - new forms of adult education and learning (study-circles, centres for independent learning, centre for young adults); - functional literacy; - non-formal education in organisations and local communities; - adult education and democracy; - comparative education; - history of adult education.

Federal Republic of Yugoslavia

Themes cited by titles:

- Basic (il)literacy in Serbia;
- Adult Education as a Factor of Social and Individual Development.

Other themes quoted:

- basic education of adults and functional literacy; - professional education, retraining, educational planning; - philosophy of adult education; - education of senior citizens; - general and national history of adult education; - further education; - comparative studies (methodology and practice); - methodology of educational research; - leisure and free time; - educational approach in solving social problems; - problems in adult learning.

Titles of International Research Projects as Given in the National Reports

- Education Technologies, Development of Education Plans and Curricula, and of Staff (Bulgaria);
- Bulgarian Attitudes Towards Continuing Education; (in cooperation with the Association of German Folk High Schools) (Bulgaria);
- The European project: New Initiatives for Researching Vocational Training in Central and Eastern Europe; part of the project »Platform for the

Exchange of Information in the Study of Vocational Training« (Bulgaria);

- European Education in 1995 (Czech Republic);
- Policy and Programme of Adult Education (Czech Republic);
- Learning Cities (International Association of Learning Cities) (Estonia);
- Restructuring of Labour Market (Slovak Republic);
- European Village (with United Nations Association of Sweden) (Latvia).

Projects going on in several countries:

- Adult Education Research: World Trend Analysis (»State of the Art Study« of Research into Education of Adults) (UNESCO, ESREA) - all the countries;
- The Expanding Legislative Environment of Adult Education and Training: An International Comparative Project on Legislative Development Related to Adult Education (UNESCO, EAEA) - Czech Republic, Estonia, Hungary, Lithuania, Slovenia;
- Literacy Strategies Development in Rural Areas of Industrial Countries (UNESCO) - Czech Republic, Slovak Republic;
- Adult Education Terminology: Multilingual Database (University of Linkoping) - all the countries;
- Distance Education (France, Netherlands) - Czech Republic;
- The Future of Adult Education in Europe - comparative study »Euro-Delphi Project«- Czech Republic, Estonia, Slovenia.

In order to establish priorities from among the research themes, a special questionnaire was sent to the authors of national studies. Since we only received replies from nine authors (from Slovak Republic priorities by period only), we have the complette reports on priorities from eight countries: Bulgaria, Croatia, the Czech Republic, Estonia, Lithuania, Poland, Russia and Slovenia. This represents a slight majority (53 %) of the participating countries, and the sample cannot be very representative for them all. But the available data is interesting in terms of orientation.

Our questionnaire contained three kinds of questions on priorities:

- priority themes by financial support; the question here was which themes have priority in funding on the part of the state, social partners, international funds and other sources;
- priority themes generally: the questions were about priorities for the state, political bodies, researchers, providing institutions, and international bodies; we also requested an estimate of priorities regarding social needs;
- priority themes by period (before and after 1989): for the state, researchers, providers, and other sources.

For each questionnaire we submitted for evaluation 20 themes, to wit:

1/ theory, conception; 2/ system, policy; 3/ society, social development, economic growth; 4/ culture, quality of life; 5/ labour market, employment; 6/ human resource development; 7/ formal (school) education; 8/ general (non-formal, popular) education; 9/ vocational education; 10/ needs for adult education; 11/ access to adult education; 12/ adult education organisations, providers; 13/ modernisation, new forms/methods; 14/ characteristics of participants, adults as learners; 15/ target groups; 16/ civic education, adult education and democracy; 17/ younger adults; 18/ education of the elderly; 19/ comparative education; 20/ history of adult education.

As a criterion for assigning priority, we took the number of countries and the rank given in our survey for each individual theme, which means that the reporters for these themes marked them as having priority in their countries.

As regards the priorities expressed in the answers to our questionnaire, we may emphasise the following basic findings, which will be presented in two ways: a) by research themes, b) by subjects, for which priorities are found. Later, we account for data that can be seen in greater detail in the form of tables 1, 2, 3 as well - figures A, B, and C. (See p. 67-69)

TABLE 1: **Priority themes by financial support (A)**[8]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception	1		3	
2	System, policy	4		3	
3	Society, social development, economic growth	2	3	1	
4	Culture, quality of life	1	1	1	1
5	Labour market, employment	5	5	2	1
6	Human resource development	1	3		1
7	Formal (school) education	3		1	
8	General (non-formal, popular) education	1		2	
9	Vocational education	5	5	2	1
10	Needs for AE	4		3	1
11	Accessibility of AE	1	1	1	
12	AE organisations, providers		2	2	
13	Modernisation, new forms/methods	4	3	4	1
14	Characteristics of participants, adults as learners			1	2
15	Target groups	3	1	1	1
16	Civic education, AE and democracy	3	1	4	1
17	Young adults	1	1		1
18	Education of the elderly			1	1
19	Comparative education			2	1
20	History of AE				
21	Efficiancy of AE	1			
22	Women Education	1			
23	Educational Leadership Development	1		1	
24	Local administration an the role of adult education	1		1	1
25					

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[8] Numbers show frequences.

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TABLE 2: Priority themes generally (B) [9]

THEMES		State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception	2		1	5	3	1
2	System, policy	3	3		5	3	2
3	Society, social development, economic growth	3	2	3	2		
4	Culture, quality of life	1	1	2		3	
5	Labour market, employment	5	3	4	3		
6	Human resource development	1		4	1		
7	Formal (school) education	3			2	3	
8	General (non-formal, popular) education			1	2	3	2
9	Vocational education	4	1	1	3	4	1
10	Needs for AE	4	1	1	3	1	2
11	Accessibility of AE	1	1	1	2		2
12	AE organisations, providers	1		1	1	1	1
13	Modernisation, new forms/methods	3	2	3	5	5	2
14	Characteristics of participants, adults as learners				2	3	
15	Target groups	2	2	1	3	2	2
16	Civic education, AE and democracy	3	3	2	2		2
17	Young adults	1	1		3	2	
18	Education of the elderly						1
19	Comparative education				7	3	2
20	History of AE				2		
21	Efficiency of AE		1				
22	Women and Education					1	
23	Educational Leadership Development					1	
24	Local administration and the role of adult education		1				
25	Functional (il)literacy				1		1
26	Economics of AE				1		

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[9] Numbers show frequences.

TABLE 3: Priority themes by period (turning point is 1989) (C) [10]

	THEMES	State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception	1	1	7	5	1	3		2
2	System, policy	6	3	6	6	3	2	1	2
3	Society, social development, economic growth	2	2		1		2		1
4	Culture, quality of life	2	2	2	1	1	3		2
5	Labour market, employment	1	4		5		3		2
6	Human resource development	2	3		1	1	1		
7	Formal (school) education	7	4	3	3	2	3		
8	General (non-formal, popular) education	2		2	2	1	4		1
9	Vocational education	5	4	3	5	1	4		1
10	Needs for AE	1	4	3	4	1	2	1	1
11	Accessibility of AE	1			1		1		2
12	AE organisations, providers	2		2	3	2	1		
13	Modernisation, new forms/methods		1	4	7	4	5	1	1
14	Characteristics of participants, adults as learners	1		4	4	3	4		
15	Target groups	1	4	1	3		1	1	2
16	Civic education, AE and democracy	1	3	1	2		3	1	1
17	Young adults	1	1		3		3	1	2
18	Education of the elderly	1	1		1		1		2
19	Comparative education				5		2		1
20	History of AE			1	4				
21	Efficiency of AE			1					
22	Women and Education				1				
23	Educational Leadership Development				1				
24	Local administration and the role of adult education		1						1
25	Functional (il)literacy				1				1
26	Economics of AE		1	1	1				
27	Education of Adult Educators	1							

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[10] Numbers show frequences.

a) Priorities by Particular Research Theme

1. Theory, conception

- By financial support:

  The theme has some support only from international funds, but not from persons or bodies providing funding in the country; neither social partners nor other sources give priority in providing funding to theoretical and conceptual research on adult education.
- Generally:

  Priority interest is shown by researchers and partly also by providing institutions. A congruity of interest between the two kinds of subjects is interesting, as it may indicate the relationship between research activities (hypothetically put: of the theory) with practice (providers of adult education). Interest on the part of other subjects in this thematic issue is understandably less, but not negligible.
- By period:

  The state and other sources have not recently changed their attitude (low priority) towards this theme; a fairly stable attitude towards it is also shown by researchers, except that their attitude is always in the positive direction (it is consistently at or near the top of the priority scale).

2. System, policy

- By financial support:

  It has comparatively strong support from the state, and even stronger support from international funds, but none from social partners and other sources.
- Generally:

  Apart from the already mentioned support from the state and international bodies, the thematic issue has high priority among researchers, and slightly lower but still sufficient priority for political bodies in providing institutions.
- By period:

  Stability in the preferential treatment of the »system policy« theme is to be found in researchers and, slightly less, in providers, while, for the state, it is characteristic that in recent years, this theme has been losing the high priority it previously enjoyed.

3. Society, social development, economic growth

- By financial support:
  Moderate priority ranking for social partners and the state, lower priority for international bodies and none for other sources.
- Generally:
  Similar situation as found above for the state, political bodies and researchers, estimated as moderate (intermediate) priority in terms of social needs, but not cited at all as a priority by providing institutions and international bodies.
- By period:
  There are no significant differences between any of the subjects examined, except that with the providers, the relevant information shows that the previous lack of interest in this theme has recently improved somewhat.

4. Culture, quality of life

- By financial support:
  Weakly expressed priority for all subjects.
- Generally:
  Somewhat more recognised as a priority by the providing institutions and on the whole in terms of social needs, while for political bodies and in particular for the state, the same situation is found to exist as for financial support.
- By period:
  The thematic issue is gaining in priority with providers and other sources, but not with the state and researchers.

5. Labour market, employment

- By financial support:
  Very high priority for the state and social partners, and lower but still expressed priority for international funds and other sources.
- Generally:
  Rather high priority for all subjects, and in particular for the state, political bodies and providing institutions; also marked as strong on the priority scale in terms of social needs.

- By period:
  This thematic issue has been gaining in priority in the period since 1989, particularly for researchers, the state and providers.

6. Human resource development

- By financial support:
  Intermediate to high priority for social partners, mostly lower for the state and other sources.
- Generally:
  Relatively high priority in terms of social needs. With all other subjects low or no priority.
- By period:
  No differences between periods.

7. Formal (school) education

- By financial support:
  Intermediate to high priority for the state, but not for other subjects.
- Generally:
  As with the above situation found for the state, except also for the state and researchers.
- By period:
  Prior to 1989, formal (school) education had the highest priority, but in the present period, it has been demoted to an intermediate to high priority for the state. With other subjects, no major changes in individual periods have been noticed.

8. General (non-formal, popular) education

- By financial support:
  Most of the comparatively small support from international funds, but even this was intermediate to low on the part of the state.
- Generally:
  It is no longer significantly identified as a social need; the most interest and priority treatment there it comes from providing institutions and international bodies.

- By period:
  Increased priority since 1989 on the part of providers and also (but to a slightly lesser extent) of researchers.

9. Vocational education

- By financial support:
  Wholly similarly to the theme »labour market-employment«: very high priority in terms of financial support. Also, the market is the priority (but to a lesser extent) for international and other sources.
- Generally:
  Also on the whole marked as priority by all the subjects, and as the highest by the state, providing institutions, and researchers.
- By period:
  For the state, vocational education is consistently near the top of the priority scale. In recent times, it has gained great (very great) priority from researchers and also from providers.

10. Needs for adult education

- By financial support:
  Fairly high priority for the state, and an intermediate priority for international funds.
- Generally:
  Similar finding as above for the state and researchers, marked as a priority (if lower) for all other subjects.
- By period:
  Growing in priority, especially for the state, slightly less with researchers, but not with other subjects.

11. Access to adult education

- By financial support:
  Expressed priority, but slow with the state, social partners and international bodies.
- Generally:
  Expressed, but low priority for all the subjects, in particular for researchers and international bodies.

- By period:
  No significant differences, with the exception of other sources, where the priority of this theme has risen since 1989.

12. Adult education organisations, providers

- By financial support:
  Middle to low priority for social partners and international funds; for other subject not expressed.
- Generally:
  Still noticeable (low) priority for all the subjects, with the exception of political bodies.
- By period:
  The tendency is for the priority to decline. For two subjects - the state and providers - the higher priority has fallen slightly in comparison with the past, as it has for researchers.

13. Modernisation, new forms/methods

- By financial support:
  Comparatively high priority for the state and international funds, only slightly lower for social partners.
- Generally:
  Very high priority for researchers and providing institutions, but otherwise intermediate for all other subjects. Identified as priority (intermediate) in terms of social needs.
- By period:
  Today, this theme has a much higher priority (among the highest) for researchers, while for other subjects, there have been no major changes on the priority scale.

14. Characteristics of the participants, adults as learners

- By financial support:
  The theme does not have financial support from the state or from social partners, and slight (low) priority for international funds and other sources.
- Generally:
  For most of the subjects (state, political and international bodies), the

same finding applies as above, but a higher (intermediate) priority is recorded for providing institutions and researchers.

- By period:
  The priority position of this theme has not changed significantly, except that for the state, a small decline in priority has been noted.

15. Target groups

- By financial support:
  Favourable (intermediate) position of the theme on the priority scale for the state and other sources, but noticeably lower priority for social partners and international funds.
- Generally:
  For all the subjects, thematic issues enjoying at least a degree of priority, most of all (intermediate) for researchers, and slightly higher (intermediate to low) for others. Also identified as a priority theme (although with low status) in terms of social needs.
- By period:
  For all the subjects, and especially for the state, the priority status of the thematic material has since 1989 been on the increase.

16. Civic education, adult education and democracy

- By financial support:
  Strong priority for international funds and also for the state; noticeable also for other subjects.
- Generally:
  Significantly (at least medium) expressed priority for all the subjects except providing institutions.
- By period:
  Positive shifts on the priority scale since 1989, especially for the state; with providing institutions, the situation has also been improving.

17. Young adults

- By financial support:
  Noticeable, but low priority for the state, social partners, and other sources.

- Generally:
  A somewhat higher priority for researchers (intermediate) and providing institutions (intermediate to low), but low for the state and political bodies.
- By period:
  The priority status of the theme is increasing, especially for researchers, providers, and other sources, but not for the state.

18. Education of the elderly

- By financial support:
  The theme does not occupy a priority place for the state and social partners, but it does have some (still low) priority for international bodies and other sources.
- Generally:
  With the exception of international bodies, the theme is not found on the priority scale of researcher themes.
- By period:
  With the exception of other sources, where the priority position of the theme has risen to intermediate to low, there are no differences between the periods in question.

19. Comparative education

- By financial support:
  There is no priority support from the state or social partners, but some from international funds (intermediate to low) and other sources (low).
- Generally:
  The theme is not ranked as a priority theme in terms of social needs, it is not a priority for the state or political bodies, but it has a very high (highest) priority for researchers and an intermediate to high one for providing institutions and international bodies.
- By period:
  The priority status of the theme is growing for researchers and providers.

20. History of adult education

- By financial support:
  The theme is not a priority theme for anyone to offer financial support, except for other sources, where the priority (low) is merely hinted at.
- Generally:
  With the exception of researchers, this theme is not dealt with as a priority theme by other subjects.
- By period:
  The priority status of the theme has increased only for researchers, where it currently enjoys a high degree of priority, in comparison with the previous period, when it was not regarded as important.

In addition to the themes referred to, authors form Estonia and Slovenia mentioned the following themes which have a certain priority in their own countries: *education of adult educators, efficiency of adult education, women in education, educational leadership development, local administration and the role of adult education, functional literacy and the economics of adult education.*

In our survey we have, however, also come across themes that were in individual countries in no way marked as priority themes: *society, social development, economic growth* (in three countries), *culture, quality of life* (3), *human resource development* (3), *general (non-formal, popular) education* (3), *access to adult education* (3), *adult education organisations, providers* (1), *modernisation, new forms/methods* (2), *target groups* (3), *civic education, adult education and democracy* (2), *young adults* (2), *education of the elderly* (5), *comparative education* (1), *history of adult education* (4). Most of the themes which have not been placed on the list of priority themes were from the Czech Republic (12), followed by Russia (8), Bulgaria, Estonia (5 each), Lithuania (3), and Croatia and Slovenia (one each). Only Poland had all the themes on the priority list.

b) Priorities by Subjects for which Priorities are Established

For every subject covered, we quote for each kind of priority (financial support, general, by period) those themes that were marked as priority themes in at least three countries; the themes are listed in descending order of priority.

State

Theme	Frequency of choice
• By financial support	
labour market, employment *vocational education*	5
system, policy *needs for adult education* *modernisation, new forms/methods*	4
formal (school) education *target groups* *civic education, adult education for democracy*	3
• Generally	
labour market, employment	5
vocational education *needs for adult education*	4
system, policy *society, social development, economic growth* *formal (school) education* *modernisation, new forms/methods* *civic education, adolt education and democracy*	3
• By period - past (before 1989)	
formal (school education)	7
system, policy	6
vocational education	5
• By period - present (since 1989)	
labour market, employment *formal (school) education* *vocational education* *needs for adult education* *target groups*	4
system, policy *human resource development* *civic education,adult education and democracy*	3

State priorities - at least the most outstanding ones, which also receive financial support as far as possible in financially unfavourable times - are for the most part what could be expected: in the foreground are *labour market, employment* and *vocational training*.

It is encouraging that significant priority (for half of the countries contributing data) is also given to *system, policy*, *needs for adult education* and *modernisation, new forms/methods*, and in some places also *formal (school) education* (to be expected), *target groups* (here the main emphasis is placed on the unemployed), and *civic education, adult education or democracy*.

Those themes which do not find wider support in most countries are divided differently by individual states, depending on specific circumstances and on the state of adult education in a particular country. But generally, we can say that the state does not pay much attention or allocate financial support to themes focusing on theoretical research, such as: *theory, conception, comparative education, history of adult education*, nor for: *general (non-formal), popular education, characteristics of the participants, adults as learners, adult education organisations, providers*, which should be of interest to the state as they raise some other fundamental strategic issues of the present-day development of adult education. Something similar could be said of a social theme of topical importance like *culture, quality of life*, which likewise does not enjoy adequate state support and attention.

We would, of course, expect greater state support for research which helps social and economic development and the development of civic education and education for democracy. Support for the last of these themes has during this period somewhat increased, whereas the weak support for research into education for development indicates that the understanding of the significance of adult education for development in the countries under consideration has for the most part not yet matured.

In surveying the priorities before and after 1989, we can say that they have changed significantly. Not any of the former priorities has remained at the same level, but while *vocational education* rather kept its former position, a stronger decline has been noted in the status of themes like *system, policy* and *formal (school) education*, to be replaced by *needs for adult education, labour market, employment, civic education* and *adult education for development*. These changes can be viewed as predictable and in accordance with the new needs of the states.

Although in many cases it is not clear, since there is not enough money for the projects, which research projects the state really gives priority to, it is possible to deduce from statements in reports that, in terms of public financing, priority is given to the following themes: - re-training of the unemployed; - training for new jobs; - distance education; - training of managers; - projects related to educational reform; - continuing education, training and re-training; - education of teachers; - social priority groups.

There are however themes indicated as receiving no attention in research from the state. These are: *characteristics of participants, adults as learners* (which received more attention prior to 1989), *education of the elderly, comparative education* and *history of adult education*.

Social Partners

Theme	Frequency of choice
• By financial support	
labour market, employment *vocational education*	5
society, social development, economic growth *human resource development* *modernisation, new forms/methods*	3

The priorities of social partners were estimated based on which themes they are ready to provide financial support for. Social partners, like states, are most interested in education for the *labour market* and the development of *vocational education. Support for human resource development* is understandable, whereas the priority for *society, social development* and *modernisation, new forms and methods* is both praiseworthy and stimulating. However, rather less consistency is shown in the weak support for research on and (rather more expected) support for adult educators, as well as for updating and developing their work, improving *access to adult education, target groups* etc.

But priority interest on the part of social partners for more technical or even theoretical themes was of course not to be expected.

International Funds

Theme	Frequency of choice
• By financial support	
modernisation, new methods/forms *civic education, adult education and democracy*	4
theory, conception *system, policy* *needs for adult education*	3

Priority themes sponsored by international bodies and funds in the countries covered by our project are compared in general in terms of financial support, and by period.

The priorities determined by international bodies and funds will not be commented upon in much detail. We just need to state that this support is extremely broad in terms of the number of themes and research issues, ranging from theoretical to applied themes (for instance *access to education, adult education organisations, providers* etc.), to topics of immediate interest (like *education of the elderly, quality of life*). We can also categorise the top priorities expressed for international funds and bodies as favourable, these being: *modernisation, new forms/methods, civic education*, and *adult education for democracy*.

Only three themes were not chosen as priorities for international bodies: *human resources development*, *young adults* and *history of adult education*.

Political Bodies

Theme	Frequency of choice
• Generally	
system , policy *labour market, employment* *civic education, adult education and democracy*	3

With priorities expressed for political bodies, we are concerned, of course, with general estimates and not with financially supported priorities. The results are much what we expected, with the frequency of marks given for individual themes and in total is not on the whole high, just as there are no more expressed priority themes. The priorities expressed can be designated as those expected.

Researchers

Theme	Frequency of choice
• Generally	
comparative education	7
theory, conception *system, policy* *modernisation, new forms/methods*	5
labour market, employment *vocational education* *needs for adult education* *target groups* *young adults*	3
• By period - past	
theory, conception	7
system, policy	6
modernisation, new forms/methods *characteristics of participants, adults as learners*	4
formal (school) education *vocational education* *needs for adult education*	3
• By period - present	
modernisation, new forms/methods	7
system, policy	6
theory, conception *labour market, employment* *vocational education* *comparative education*	5
needs for adult education *characteristics of participants, adults as learners* *history of adult education*	4
formal (school) education *adult education organisations, providers* *target groups* *young adults*	3

For researchers, priorities will be compared only in a general sense, regardless of the financial support which a research project might have from various sources.

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Researchers are precisely those who are aware that development must be based on a well developed profession and theory. Therefore, their priority interest is focused on *theoretical* and *systemic* issues, which they take up *comparatively*. Understandably, researchers do not neglect other themes, such as *modernisation, new forms/methods*, *vocational education*, studying the *needs for adult education*, and also *education for the labour market, target groups, young adults* etc.. With the exception of *education of the elderly* there is no theme which was not selected as a priority theme in one country or another, at least to some (intermediate or lesser) extent.

In the orientation of researchers, great changes are afoot, which can also be accounted for in the sense that researchers, prior to the changes in the social order, knew what to deal with in their research. We find confirmation of past findings - that in many respects, researchers have abandoned the narrow orientation of researching the *characteristics of participants* predominantly (typical of the previous repressive social order), and are now increasingly orienting themselves towards more topical concerns. Priorities on the part of researchers by period are as follows: before 1989, there were no strongly marked priorities, but those that did exist were: *theory, conception* and *system, policy* (the same as now), and the already mentioned *characteristics of participants, adults as learners*. Since 1989, more practical priorities have arisen - *modernisation, new forms and methods*, *vocational education, labour market, employment*, *comparative education*, and *needs for adult education, history of adult education* as well. But the priority list is even broader, embracing other themes, too.

Providers

For providers it is understandably those projects which can modify the current practice that have priority. These are themes dealing with modernisation and with opportunities to improve the educational process and organisation, *formal (school) education, vocational education*, *general (non-formal) education* and *labour market, employment*, *civic education, adult education and democracy*, as well as others related to types and methods of education, participants, but some priority level is going to *system, policy, culture, quality of life*, and also to a certain extent *theory, conception* and *comparative education*.

Theme	Frequency of choice
• Generally	
modernisation, new forms/methods	5
labour market, employment *vocational education*	4
theory, conception *system, policy* *culture, quality of life* *formal (school) education* *general (non-formal, popular) education* *characteristics of participants, adults as learners* *comparative education*	3
• By period - past	
modernisation, new forms/methods	4
system policy *characteristics of participants, adults as learners*	3
• By period - present	
modernisation, new forms/methods	5
general (non-formal) education *vocational education* *characteristics of participants, adults as learners*	4
theory, conception *culture, quality of life* *labour market, employment* *formal (school) education* *civic education, adult education and democracy* *young adults*	3

Social Needs

Theme	Frequency of choice
• Generally	
labour market, employment *vocational education*	4
society, social development, economic growth *modernization, new forms/methods*	3

Perhaps this item was not successfully chosen in the project, as respondents probably found it easier to assess priorities generally than more concretely for individual selected subjects. Therefore, these results will not commented upon in depth. But it should be mentioned in any case that the two strongest priority themes in terms of social needs turned out to be *labour* *market, employment* and *human resource development*, which - of course, since we know about the state of social development, the development of the political system, and the development of adult education - can be designated as an order of priorities that in fact meets social circumstances and demands. Of course, one could always add more themes to these two.

For the purpose of determining the policy of adult education research, it is important to take into account the fact that the former regime gave priority to projects which concentrated less on social issues and those less socially committed, dealing mostly with issues relating to questions of the *participants in education*, in particular *learning methods* and *cognitive processes*; one author (Malewski 1992: 58) even says that the countries in question are starting from scratch in socially committed projects.

Comparing current circumstances and needs with those in the past, it would certainly seem necessary to change research priorities. One of the significant claims, although not found in most reports, is the fact that humanities research projects rank last in the list of priorities. It is surprising that comparatively little mention is made of projects more closely related to the economy and to the development of new technologies, although this is one of the key developmental fields and priorities in the countries in transition.

It is no accident that in our report a comparatively large amount of space was taken up by priority themes in research on adult education. In addition to the fact that this is a field of highly varied and articulated issues, the explanation also lies in the fact that, through these issues, the orientations and interests of those figuring most strongly in determining the current state and policy of research are most clearly expressed. In the contents of this item, we can thus see both traces of the past which are firmly extended into the present and promising portents for the future.

Organisation of Research Work

Decisions on adopting and financing the research programme vary for individual countries, although there is a growing tendency to allocate funds on the basis of public tenders and competition among the projects.

Since the research programmes are not planned through separately prepared national plans, most countries do not as yet have detailed objective standards for decisions concerning research projects (but they have been worked out in, for example, Lithuania and Slovenia, where the decision is made on the basis of a system of assessments made by domestic and foreign experts, and where certain quality standards have to be met). Thus decisions are usually additionally affected by various subjective factors. Likewise, as a rule, there is no worked-out control system; control of the course of a particular research project is weak - and not comprehensive and systematic.

There is no common, widely accepted general organisation of research work.

Quantitative methods of research predominate and are even increasing in significance, accelerated in particular by the availability of computer technology.

There are no special systems or programmes for training those engaged in research on adult education; there is no system for the education of specialists in andragogy (adult education), which is especially unfavourable for the development of young research staff. Funding allocated by the government for individual study by researchers at home and abroad is also meagre.

Exceptions in terms of government funding for the education of adult educators are studies leading towards M.A. and Ph.D. degrees; this post-graduate study is as a rule financed by the government. However, this no longer applies to post-doctoral studies, where it is necessary to seek help from other, non-government sources; in certain countries there are special funds for this purpose.

The possibilities of acquiring foreign professional literature vary greatly from one country to the next. Thus in Hungary, they have comparatively well stocked professional libraries, operating mostly at university departments; elsewhere (e.g. Lithuania), they depend on books donated by fellow countrymen from abroad. On the whole, possibilities for buying foreign literature are highly limited, as a consequence of which there is a poor system of information and of scientific resources. There is the additional difficulty that the study of professional periodicals in foreign languages requires a knowledge of foreign languages, which many researchers do not have; under the former social circumstances, this was not necessary, as contacts were predominantly limited to the Soviet Union and, in the countries in question, among themselves.

Although publicising and publishing have spread widely, there has been no corresponding increase in the possibilities for issuing periodicals and other options for publishing research findings. This has several causes, including, in addition to the already mentioned reduction in scope and possibilities for publishing, the cancellation of financial help from the government for professional journals. For this reason, there is no special organisation for publishing projects; there has been a decline in the number of journals on adult education (two countries have only one such publication, while other countries have no dedicated journal for this field). Difficulties similar to those encountered in the issuing of periodicals are also felt in the publication of monographs and research reports; only in the Baltic states (Latvia, Estonia) and in Slovenia are there possibilities for obtaining public funds for such purposes, but in order to acquire funding (Slovenia, Latvia), certain standards concerning the quality of research findings have to be met.

Likewise, information concerning professional meetings of researchers in adult education is not stimulating. While in most of the countries there are occasional professional meetings and conferences, these are on the whole rare and the authors of national studies even speak of fewer such meetings than in the past (Lithuania, Poland), or complain that they are not particularly effective (Hungary). This naturally means that the cross-currents of scientific ideas are being impeded.

In none of the countries in question is there a special association for researchers in adult education. The exception is Hungary, where meetings of research workers are possible in the Sub-committee for Adult education at the Academy of Science. There are, however, associations of adult educators, which play a significant role and make it possible for researchers to meet, at least in their broader professional, non-governmental organisation; and it is also true that these organisations largely deal with practical and operational issues and less with work on research projects. The formation of these associations is, however, one of the indications that, in the former Socialist countries of Central and Eastern Europe, the activities of experts in adult education are being revived.

Also as regards international cooperation, it appears that the countries under consideration are gradually coming closer to other, more developed countries, from which they were for many years forcefully separated. International contacts and activities are gradually increasing, which can be seen in:

- the possibilities for individuals and organisations to become included in projects run by international organisations, such as, e.g. ESREA, EAEA, UNESCO;
- membership of international organisations;
- participation in international conferences;
- possibilities for exchange among individuals, for visits on the part of organisations, exchange of periodicals, etc.;
- integration into international research networks, such as Tempus, ESREA, Erasmus.

The cooperation between the Baltic republics and the Scandinavian countries is becoming particularly close, but every country is setting up its own contacts. This cooperation however would not be feasible if the developed Western countries and organisations did not support it with their own funds, since the governments of the post-Communist states discussed here allocate for this purpose little or no funding. A special possibility for cooperation between Central and Eastern European countries and the West has been created through the Soros foundation, which in particular finances participation in professional meetings, but also funds other projects. Significant help - both professional and financial - has for some time already been given by Deutscher Volkshochschulverband (Association of German Folk High Schools), which has cooperation with most countries in our survey. A great handicap to international cooperation in most of the countries is poor knowledge of foreign languages, which is clearly a prerequisite here.

Some Characteristics of Research Carried out by Particular Country and Indications of a Better Future

Otherwise, pessimistic feelings still predominate, particularly where there seem to be no signs of improvement on the horizon. Thus, Malewski (1992:59) for example finds that »for the time being, the overall political and social transformations in Poland make the field of adult education research irrelevant. We are trying to recognise, describe and analyse from scratch phenomena relating to adult education which only reveal the future field of research«. But in fact, in this statement optimism tends to conquer pessimism.

The development will surely, if gradually, reverse the present trend, which still indicates decline or stagnation. This is bound to happen, since sooner or later the great needs for adult education described in this paper will obtain support from society, once it has been realised that adult education represents a vital constituent element of successful development, both of the personal development of an individual and of contemporary societal and economic development, and does not represent a kind of relic of the communist period. In this pursuit, the states of Central and Eastern Europe will urgently need help, both from the developed countries and in the form of cooperation amongst themselves.

But no matter what assistance we derive from establishing common characteristics - these were sought in the present study, and the major part of the report was given over to them - in order to elaborate a typical and comprehensive picture of the prevailing situation, every country has its own specific features. These specifics contain both favourable and unfavourable elements, which will determine the prognosis of the subsequent development of both adult education and of research in this field. If perhaps they could not be adequately presented in the joint presentation, we shall do this at the end of our report and thus in a few very brief passages attempt to characterise the individual country and the research of adult education within it.

From the general pattern as described so far, we could distinguish particular countries in Central and Eastern Europe with certain promising characteristics or positive shifts in research on adult education, or with certain less favourable conditions and characteristics in this field (I quote them here in alphabetic order):

1. Belarus

- The report sent in does not give us much information about research on adult education. It also openly states that this field of research is underdeveloped and so there is not much information available. Thus the entire administrative, legal, organisational, personnel and institutional structure is weak, and likewise the funds available for this activity are modest and insufficient.
- In adult education research, currently the most tangible opportunity lies in the comparatively good and increasing cooperation with other countries, particularly with international organisations.
- In adult education itself, Belarus shows positive shifts: it is building a system of continuing education, which clearly has good conditions for successful development given that when Belarus was still part of the Soviet Union, citizens received education on a massive scale in numerous educational institutions.
- Belarus is oriented towards the development of professional and technical education, skills improvement and retraining, and towards other alternatives of vocational and further education, rather than to the development of general education (the term »adult education« is unknown to them). This gives the state an opportunity to develop new technologies.
- Intensive plans have been worked out for developing the training of teachers and leading personnel in education. Special attention is also paid to the development of counselling and information activity.
- In developing adult education, Belarus enjoys the support of the Ministry of Education and Law which, within the overall legal regulation of education, also provides for adult education.

2. Bulgaria

- In Bulgaria, social and political changes have caused unfavourable consequences in the development of adult education and adult education research. This is not so strongly reflected in a reduction in individual activities, although the already modest research work into adult education was further reduced. The essential unfavourable circumstance is the major lack of social attention for systematic development of adult education and related research. State funding is particularly weak, while other sources are also modest.
- Given that Bulgaria will require considerable effort to overcome the current unfavourable situation, where more attention is paid only to those needs which appear more than others to cause unfavourable social and economic consequences (unemployment, professional and vocational education).
- Positive signs are to be found, e.g. a broadly ramified education for the dissemination of knowledge, which is being conducted mostly via non-governmental organisations (continuation of the rich tradition of such education through the organisations Knowledge - Association of Dissemination of Knowledge); also on the increase is the number of implementing (particularly private) organisations and the number of participants in some forms of education (evening school, higher education).
- The comparatively strong support which Bulgaria is receiving from various international organisations (projects of the European Union, German DVV Institute for International Co-operation, and others) is a promising sign.

3. Croatia

- In the past, extensive research work was carried out, including a highly developed infrastructure (Adult Education Centre, the journal »Andragogija«, university departments, active Adult Educators Association, issuing of publications, organising of regular summer seminars); the trend of intensive research has not been discontinued, although because of the war, Croatia is in a difficult economic situation, with a lack of money for pending projects; there is an abundance of capable research workers, who are left with no chance to conduct research, since there is no money.

- There are not many research projects, but they are financed by the Ministry of Science and Technology.
- Specific thematic issues arising out of the war and its consequences include education of the disabled or of persons afflicted in some other way and the education of refugees. Through adequate (international) support for such issues, Croatia could achieve original research results.
- The great potential for adult education (the high level in the past) will be quickly restored and renewed in Croatia as soon as the circumstances in the state have improved.

4. The Czech Republic

- Despite its exceptionally rich tradition in adult education and university development, the Czech Republic is today among those countries which have been most affected by the social and political changes in the development and research of adult education. The key explanation for this is: the absence of government policy in this field.
- Otherwise, the Czech Republic is one of the countries most actively becoming integrated into international projects in the field of adult education, which may represent a significant turning-point for the improvement of the position of adult education throughout the country.
- The development of research work in university departments dealing with adult education is promising, while at the same time associations of adult education are being formed, as well as an umbrella organisation. Intensive work is being carried out to develop distance education and other kinds of modernisation of adult education.
- A strongly positive feature is represented by the good educational status of the population and the readiness of people to engage in further education and to follow the needs for personal development.
- The high professional authorities on adult education to be found in the Czech Republic as well. The number of providing organisations is

increasingly rapidly, while there is still a problem in that the organisational network is still for the most part not interconnected.

5. Estonia

- Estonia is a state which, since gaining independence from the former Soviet Union, has been experiencing a true rebirth in adult education. A significant role in this was played by the intensive and dedicated work of experts - adult educators. The work was so systematically organised that Estonia was the first of the former socialist countries to adopt an independent law on adult education and a national development strategy (Estonian National and State Programme for Education of Adults). It also has very stable state funding of adult education.
- In Estonia as well, before 1995 the state did not finance research on adult education, but at least - doubtlessly through the intensive efforts of domestic experts, it has managed to intensify the study of adult education by funding projects from resources made available by other countries, particularly the Scandinavian ones; there is even a project including all the Baltic states; Estonian projects are becoming incorporated within other European projects.
- Local authorities and individual towns (Tallinn), as well as particular regions are interested in research; the research is in terms of its contents related to wider societal projects - the development of local communities.
- Competency for adult education is divided among the state, regions, local administration, organisations and individuals.
- As a sign of great changes, they point to the increased concern for research work throughout the country.
- Within universities, they facilitate study abroad and participation in international conferences.
- New promises are derived in Estonia from the plans for continuing growth of adult education. In the past, a significant role in this respect was played by the non-governmental organisation Andras, while in the future, a special development-research centre, the Estonian Adult Education Centre, is to be established.

6. Hungary

- The fundamental characteristic and at the same time weakness of adult education in Hungary at present is complete decentralisation and transfer of decision-making from the state level to the local and individual level. Since this change took place rapidly, it caused radical deterioration in the position of adult education. In a sense, the situation is similar to that in the Czech Republic. There is a comparatively large number of different protagonists, institutions (including many new ones), and experts, but there is no true connecting link or stimulation among them. What is characteristic is the absence of national programmes as well as divergence in conceptions. New legislation on adult education is in preparation, but has not yet been passed. Adult education is as a result on the fringes of the social structure.
- The state view vocational training as a priority field to be given attention.
- Since Hungary is internationally open and active, innovations in education, in spite of the difficulties mentioned, are quick to reach it. These innovations quickly catch on as the ground is fertile (many people familiar with the subject, rich tradition, culture).
- In the research field, there are many institutions set up to pursue quality research. They operate in various fields related to adult education (culture, labour, development of human resources), but there are also some (although rare) which regard adult education as their basic field.
- There are various funds for financing research (public and private, central and regional, university centres and others, domestic and international); the funds are awarded based on the principle of competition. In addition to the general national research fund, there is also a separate national »fund for public adult education«, but this fund is general and not intended merely for research work. There are no national priorities in adult education research.
- The overall structure, even if at the moment it provides less favourable conditions for adult education, nevertheless indicates possibilities for a speedy change of the situation in the future, if forces at the state level become adequately organised.

7. *Latvia*

- The national report provides almost no data about the organisation and development of adult education research in Latvia. Conclusions about this can therefore be drawn only indirectly via the data on the development of adult education.
- The information provided reveals a country where adult education is, particularly since 1993, veritably flourishing. This is indicated by: the founding of the section for adult education at the Ministry of Education; the founding of the Latvian Adult Education Association; the founding of the Adult Education Centre within this association; the adoption of the national programme of adult education, including the programme The Development of the Adult Education System in the Republic of Latvia; the law on education is in preparation, of which a constituent part is devoted to adult education (in the field complementary education); legally, the position of adult education is regulated in local communities.
- Latvia has a highly varied and rich structure of institutions for adult education at all levels - state, non-governmental, local and university.
- State funding for adult education is for the moment still weak.
- Like all the Baltic states, Latvia enjoys highly intensive international cooperation, especially with the Scandinavian countries.
- The outlined characteristics indicate that Latvia has many favourable conditions for the development of adult education research.

8. *Lithuania*

- In recent years, Lithuania has developed comparatively rich research activities in the field of adult education. It is to be noted that these activities are increasing from year to year. This is made possible by the comparatively large number of research institutions, which all operate exclusively at universities. Great emphasis is being placed on the development of new research staff, and these possibilities are being expanded through support from the Scandinavian countries.
- The concept of adult education follows modern insights and is derived from the concept of lifelong learning. Intensive transformation of the

educational system in this direction is underway. Likewise, numerous projects for the modernisation of education are in progress.

- In addition to the legislation already passed, which indirectly covers adult education (employment, local communities, ethnic minorities, higher education) a special law on adult education is in preparation.
- The most frequent funder of research is the state, while cooperation from other sources is also expected.

9. Republic Moldova

- Moldova is at present still in a highly elementary phase in the development of adult education. That the need has been identified is shown by the inclusion of adult education in the proposal for the preparation of the National Education Development Programme. This programme provides for a special law on adult education, for the founding of a special department of adult education at the Ministry of Education, and for a special programme to develop adult education.
- Current adult education is not well developed, and research specifically aimed at adult education does not exist.

10. Poland

- Poland is a country with a very highly developed tradition in adult education and also very well developed research activity and culture (methodology of research, particularly of sociological research), which therefore has potential which, in view of the present circumstances, is untapped and hidden; as soon as these external circumstances become somewhat loosened and changed, research into adult education may well also experience a quick recovery to reach the previous level.
- A good sign for such forecasts is the fact that the report indicates that investment in research should increase from 0.66 % of GNP in 1993 to 1 % in 1994 (Ratman 1994: 13).
- Other signs, like the decentralisation of administration, professionalisation of adult education (development of professional associations for adult education, publication of a technical journal, publication of technical literature in a new series of books on adult education,

creation of a technical centre for adult education at the Ministry of Education, modernisation of education - development of distance learning, etc.), bringing adult education closer to the needs of the people (socially oriented education, development of the concept of animation) suggest that this country, noted for its achievements in the past, will find a way out of the present crisis.

- The Europeanisation of the country is also a significant factor.
- International cooperation in adult education is developing; this is indicated by a joint project with the USA - Civic Education in a Democratic Society.

11. Romania

- The rather brief national report does not permit us to draw more reliable conclusions either about adult education or research in this field.
- The obviously reduced interest on the part of the state in this field in comparison with the past, and the absence of other signs indicating development possibilities, show that intensive development of adult education in Romania will require more favourable circumstances and technical incentives. It appears that either one or the other are lacking at present.

12. Russia

- Research into adult education in Russia is based on the rich tradition of several institutes which have long been specifically concerned with research into adult education. In these institutes, in some university institutions, and in the institutes of ministries, research projects dealing with comparatively varied thematic material are in progress. These institutes and their projects are financed by the state.
- The state finances institutes at the Russian Academy of Education, as well as projects on university education, including adult education; the funding available from the state is modest.

- Adult education in Russia operates generally without a clear national strategy or systemic regulation. There is no government policy in this field, and therefore also no adequate legal regulation.
- In spite of this, adult education is gradually becoming modernised.
- International cooperation has started to develop and is gradually increasing.

13. Slovak Republic

- Slovakia shows considerable needs and ambitions for the development of adult education. In this field, numerous associations have been formed (for institutions and for personnel active in adult education, for the third age, for distance education) which reflect the interest of experts in establishing and promoting ties amongst themselves.
- Adult education is in a kind of transitional period, where conceptually it is starting to be governed by principles and the strategy of lifelong learning, while in practise it is regulated by commercial forces. The absence of support from the state as well as of an integrating policy can be felt. Adult education is not legally and administratively regulated like the relatively independent field of education. Its development is being determined by market forces and under the influence of professional circles in universities.
- Research into adult education is, like adult education itself, predominantly market-oriented. This is indicated by the themes which receive priority and state support: labour market, human resource development, vocational training, economic growth. A broader scope of research is achieved in Slovakia predominantly with the help of UNESCO (research on literacy) or through individual initiatives of researchers.
- Certain positive elements in the development and research of adult education in Slovakia bode well for the future.

14. Slovenia

- Adult educators and researchers anticipated very early (from 1984 onwards, intensively since 1987) social challenges, and through their research prepared the groundwork for the development of the system of adult education and of the profession; the establishment of Slovenia as an independent state has seen greater government support for adult education; one of the range of measures was the founding of the developmental research institute at the Slovene Adult Education Centre. The structure of work in SAEC is a guarantee for the presence of research work in any developmental project, as well as for the implementation of research work in practice through the cycle: research - development/counselling - data processing - education of adult educators - publications.

- Research policy is being created by researchers, but funding policy is left to the ministries (of science and technology; of education and sport; of labour, family, and welfare), which allocate most of the funds for research into adult education; the principal decision comes from the Ministry of Science and Technology, which determines the national research and development policy, and decides on the projects on the basis of participation of co-funders (which help define priorities in terms of contents, particularly in the case of applied projects) and of quality standards; other partners for the time being do not participate much in funding (economic and financial difficulties), while the share of funding for adult education research from international partners is increasing.
- Special possibilities for the development of research work are provided by the special fund for young researchers, operated on the principle of competition, where adult education is in principle treated the same as other disciplines.
- Possibly these are the indicators which lead Kulich (1994) to conclude that in recent times, research into adult education is in our countries being revived in spite of everything.
- By way of conclusion, let us take a brief look at the situation and trends in the development of research in Central and Eastern European countries, and at their proposals for how to overcome the present situation.

- Because of the war and the consequent restrictions on international cooperation, and the modest economic opportunities, Yugoslav adult education is in a rather precarious position.
- This can also be seen in adult education research. In spite of the difficulties indicated, adult education research activity is surprisingly broad and rich. Serbia has an institute which ranks among the strongest in Europe in terms of the number of research staff and of its tradition. It is strong in both theoretical and applied research work. By reason of all this, FR Yugoslavia will - when the political and social situation changes - very quickly regain the level reached in the past.

Conclusions and Proposals

Central and Eastern European countries have to be viewed from two aspects: their past and their present position. These are countries which, in adult education in the past, were in many respects on a par with the developed countries, and some of them were among the first in developing particular fields of education, for instance education at universities and at colleges. They went through a period when adult education was forcefully narrowed into ideologically designed moulds, which had grave consequences for and retarded the development of this field. The crisis has not yet been overcome; in many cases, it depends on the ideological treatment of adult education on the part of the government and their policies being continued (adult education - a relic of Communism), while social attention, given the severe economic crisis, political shocks and transition from the former social order to a new one, is paying more attention to other fields.

The need for adult education - for all its spheres, topics and functions - is extremely great, but for the most part remains unsatisfied. The attitude that adult education represents one of the most significant means for social growth and change has not yet penetrated into social consciousness.

The adult education crisis is most noticeable in the stagnation or even retrogression of research activities in most of the countries under consideration. Unless fresh stimulation for research activities is found, adult education may not find a way out of the present crisis. It is clear that foreign patterns cannot be transplanted to different social circumstances unless at the same time we closely examine how they could be introduced into and adapted for the new context.

The proposals for modifying the circumstances have been divided into two groups.

Proposals Taken Directly from the National Reports and Other Sources Used in this Paper

1. Adult educators in Central and Eastern European countries should re-examine their roots and learn from their past - from the achievements and failures of adult education in their own countries and elsewhere (e.g. from Germany after the Second World War or from Portugal after the fall of the totalitarian Fascist regime) (Kulich 1994: 2).
2. It is urgent to take immediate steps to prevent further destabilisation and to give people an opportunity to invest their work in their own country. The help needed in these countries is: appropriate equipment and training, transfer of methods and skills, counselling, exchange of experience, help in establishing an adult education network, and in particular to provide assistance for self-help. (Cooperation 1992: 168).
3. To strengthen the organisation of partners for accelerating and financing research into adult education; such a partnership and division is required by the principles of a market economy.
4. To introduce international projects including interested countries interested. In conjunction with this, it would be possible to make comparative studies of adult education, and the research findings would stimulate the development of individual areas and adult education issues.

5. »It will have to be national actors in each of the countries concerned who develop their own, original modernisation concepts and secure the capacities and societal support for their implementation; special attention should be paid to: the dissemination of information and documentation, the stimulation of international contacts, the reconstruction of professional and multi-disciplinary research and the development of infrastructure.« (Grootings 1991:9)
6. Some other findings of the authors of the studies about help needed:
   - to obtain financial help from international organisations to maintain the achieved quality of research work;
   - to develop an information system on the level of European standards;
   - to keep lists of European research workers and research themes;
   - to develop international cooperation;
   - to develop the physical and material existence (technology, handbooks, teaching aids, financial means), and personal (methodological) help in implementing programmes and using teaching techniques, in developing relations with the public.
7. Research work in the new social circumstances will require wholly new theoretical competences and research qualifications (Malewski 1992).

Individual countries have developed examples which could well be followed up, while other countries have developed applications; some of them we mentioned in our report in describing research and development projects, institutions, training of adult educators, administration, legislation and other kinds of development of the concept and system of adult education.

Some Concluding Thoughts and Proposals for Possible Solutions

In closing, as the author of the present report, I would like to offer some proposals to improve the present situation.

1. The countries covered by our report deserve our help in adult education and in developing research work.

2. It would be wrong to think that the Central and Eastern European countries can be helped merely by providing them with the insights gained so far, with models developed in other countries or with control over how plans prepared outside a particular country are implemented there. The countries in question will first have to help themselves: they will have to look for their own ways out of the crisis, as they themselves differ in their particular economic, cultural and other kinds of development, as well as in the specific nature of their social circumstances. However, it is also true that, on their own, without any help, they will not be able to cope with the exacting tasks of improving adult learning and education and of developing more extensive and more intensive research work in this field. There seem to be two ways of helping:
   - They should strengthen their international cooperation and together - with each country striving to use all its internal potential - develop a programme to overcome the crisis and to reach agreement on how to implement it.
   - They should be given appropriate technical and material help from other, in particular developed, countries and international organisations, which would direct part of their plans towards helping the Central and Eastern European countries.
3. In the implementation of the programme to overcome the crisis, we can see in particular the following possibilities:
   - To stimulate or, where necessary, to re-awaken the development of the adult education profession. Only in this way can adequate technically conceived activities be ensured, and these must be directed towards influencing the general policy and the systemic organisation of adult education in individual countries.
   - To stimulate interconnections among adult education researchers and to develop their associations in individual countries.
   - Through special projects, to stimulate the study and development of legislation concerning adult education; in this respect, to make use of the positive experiences of individual countries which have already begun introducing new legal solutions.

- To encourage both individual research workers and the associations and institutions in which they work to cooperate in international and interstate networks, associations, and organisations, such as ESREA and EAEA. Such cooperation should be carried out on an informal basis; funding for their operation to be gathered through membership fees from individual organisations, grants or subsidies from states, special development funds founded in developed countries and special foundations, like the Soros foundation. International organisations, like UNESCO, should also contribute from their funds.
- To start funds for the training of research workers; for young researchers (after the pattern of Slovenia), and for post-doctoral studies; such funds to be accelerated in individual countries; it is also necessary to introduce an international form of organisation (foundation).
- To examine the cases of individual countries which have found a way out of the crisis themselves, and to offer them as a model to others who might - if this should not be at odds with their individual ways and circumstances - use them in overcoming the crisis in their own country.
- To encourage the interest of states in adult education research; to ensure the coordination of the interests of various branches in such a way that the ministry most interested in the development of the field would take over the function of coordinator.
- To stimulate the development of infrastructure (data processing, technical sources, publications, publishing activity, counselling) both within particular countries and through international institutions.
- To design and promote a network of professional meetings dedicated to individual research topics (research networks), which could be further integrated within existing research networks (e.g. ESREA).

4. In the European Union, a special programme (fund) should be founded to promote research into adult education in Central and Eastern European countries; these funds could be made available exclusively to organisations concerned with research and development. Through this fund, it would be possible to promote development, especially of those research programmes that do not enjoy support in the Central

and Eastern European countries since they are less interesting for the market but are otherwise significant for the development of adult education in terms of the development of the individual and society.

5. For the development of mutual cooperation in Central and Eastern European countries, it is necessary to qualify one of the existing institutions in one of the countries under consideration. Such a centre should become a constituent part of the organisational network of EAEA or ESREA.
6. It would be necessary to develop suitable forms and programmes for training senior staff in scientific institutions. Since individual countries would not be in a position to found and maintain such centres or programmes, and since it might not be appropriate, it would be rather more effective if such training was organised jointly for all interested countries, for example in the proposed centre for the development of adult education.
7. It is important to ensure for all the countries the possibility of having equal rights in cooperation in the development; this should be done so that the individual research themes or fields and topics of adult education, on the basis of joint agreement, are entrusted to individual countries according to their comparative advantages and competence for dealing with a given field or topic.
8. In each country, a national coördinator for the development of and research into adult education should be appointed.

We conclude our report with the recommendation to UNESCO and the ESREA that, as the initiators of the present research and of our report, they work out their attitudes towards the views and proposals expressed here and that they adopt appropriate conclusions leading to the realisation of the possibilities envisaged.

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National Reports

Belarus

Iouri Zagoumennov[1]

Introduction

The dissolution of the Soviet Union has brought about enormous social, political and cultural changes in all of its former parts, including Belarus.

The transitions currently in process are creating significant problems in the development and implementation of the new system of education, including adult education. Different factors and social contexts influence the development of a new system of education.

General Societal Situation and Changes

Changes in Culture and Values

Belarussian people suffer from the legacy of the Soviet period. There is a strong residual belief in communist ideals as the appropriate basis of the system of education. Because people have for so long been dependent on the government for all initiatives, most citizens have a suspicion of any ideas (and people who hold them) which differ from prevailing doctrines. On the other hand, the inability of the state to create something at least resembling a good life led to overall disenchantment. The result is a reluctance to invest time and effort in personal enterprise, and a scepticism that even collective or collaborative action will be successful.

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The impact of this inheritance on education in general and adult education in particular is significant. It is evident that there should be critical changes in the objectives and in the curricular forms needed to achieve new objectives. It is clear that the focus of educational establishments for adults must change from knowledge transition to value and attitude change. This will require changes in curriculum and staffing.

Political and Economic System

The majority of the population in Belarus lacks knowledge of how a democratic political system works. As a result, they are sceptical that it can work. The average citizen sees no difference between now and pre-perestroika times.

Moving from a system with complete centralised control over the planning and functioning of the economy to one which is market driven and somewhat out of control is an idea that seems frightening to the average citizen. The central powers insist on over-regulating the economy and are reluctant to let the market economy take over. Such reluctance is born of the evidence of the unwillingness of people to take responsibility. As a result, Belarus is experiencing the appearance of the system that has the worst aspects of both totalitarianism and capitalism.

The role of education in addressing both the problems of disseminating knowledge about how a free economy works and about the norms and values that inhibit its implementation is an important one.

The economy is badly in need of radical transformation, though the role of education is problematic. New knowledge is needed, and a new spirit and values are also needed. On the other hand, delivering newly inspired and trained professionals to an empty economy will be a further source of cultural and intellectual depression in Belarus.

The Situation of Adult Education

Forms and Methods of Professional Development in Soviet-era Belarus

In the former USSR, there were »People's Universities« (PU). PUs were public educational establishments, with the aim of enhancing self-education and cultural development, and upgrading the qualifications of mainly workers and peasants.

In the 1950s, when the idea of life-long education was first accepted in the Soviet Union, modified PUs, which were renamed Universities of Culture, appeared in Belarus as well as in other parts of the Soviet Union. According to the State Act of 1968 (USSR), the curriculum in the PUs had to be developed to suit the varied needs of its clients. Education in the PU was divided into basic branches of science and culture. The curriculum included social, political, economic, natural sciences, law, medicine and pedagogy, as well as music, cinema, art etc. There were more than 50 different courses on the curriculum. In 1980 there were about 29,000 PUs in the USSR, with a total of about 7 million students. Of the students, 31% were workers, 34% were civil servants, 13% were collective farmers (peasants).

More than 508,000 (in the whole of the USSR) specialists were involved in teaching, most of whom were not paid for their work, or were paid a symbolic salary. Studying in the PUs was free of charge, the students continued working (they didn't have to leave their jobs - during the day they worked, and in the evenings they attended courses in a People's University). The Universities were based in secondary schools, higher and secondary specialised technical educational establishments, clubs, offices of enterprises, collective farms and co-operative farms. The PUs were established by the »Znanie« (Knowledge) society, the Ministry of Education, the Ministry of Culture, the Ministry of Higher Education, the Ministry of Health and some artistic societies. Soviet TV organised and showed a series of special programs named »People's University of Millions«. There was a Co-ordinating Council in Moscow and Co-ordinating Councils in all the republics of the USSR; the Councils monitored the activity of organisations responsible for the work of the PUs. The central (Moscow) Council consisted of 119 prominent scientists, public and political figures.

In Belarus as well as in other parts of the former Soviet Union, the term »adult education« almost didn't exist. »Adult education« was (and is) often referred to as »evening education«. This type of education is aimed at upgrading the qualifications of specialists with high and middle qualifications and qualified workers, and to provide general education for adults and young people; the students don't leave their work places. This term is quite conditional, as the training and courses may take place in the morning, afternoon or evening, depending when the students work. A large portion of the curricular material is designed to suit self learning by the students. This type of education is represented by »evening schools«. These schools appeared in 1944, when they were called »schools of peasant youth« and »schools of working youth«. In 1958, these schools were renamed »evening schools«, reflecting the time of day during which they mainly operated. The schools covered the 9th to 11th years (the last years of secondary school). The schools were initially to provide secondary education for those who didn't complete secondary school. Later, vocational qualification training and upgrading were included in the curriculum. The school year lasts 36 weeks, 19-22 hours per week in the urban schools and 28 weeks, 25-27 hours per week in the rural schools. Classes are held 3-4 times a week.

Professional and Technical Evening Education

In the system of professional and technical training, evening education began to spread widely at the beginning of the 1960s. In 1962, departments of evening education were created in the Technical Schools. Workers, civil servants and collective farmers were enrolled in the Schools on the recommendation of enterprises, collective farms, and other organisations. Technical Schools upgraded qualifications and trained students in more than 370 professions. Apprenticeships, specialised and basic subjects were included in the curriculum. The period of training lasted from 1 to 3 years in urban Technical Schools, and from 1 to 2 years in rural schools. The length of the training period depended on the complexity of the course and on the level of general educational and professional preparation of the student. At the end of the courses, the students took qualification exams. In the USSR in the 1980s, more than 800,000 people received education or were trained in the system of »evening« technical schools.

All types of »evening« educational establishments for adults exist in Belarus today, although their number has fallen significantly - by half over the last decade due to financial problems (»evening« educational establishments are no longer funded by enterprises, which leads to a high rate of staff turnover, burnout and mediocrity) and the reluctance of the population to continue their education, as people now have to take several jobs to survive. This is why people are simply unable to spend time studying.

Skill Improvement and Retraining

A major aspect in the rise and development of the continuous educational system in the Republic of Belarus is skill improvement and retraining of specialists in the national economy. A network of post-graduate educational institutions created on an inter-branch and branch principle in recent years consists of 112 educational institutions or similar structures, 15 skill improvement institutes, 16 faculties and specialised faculties in higher educational institutions, 80 centres and courses under ministries, departments, institutions and organisations.

For the period 1992-1993, the structures and educational institutions in the network ensured skill improvement and retraining for 1,105,000 workers, specialists and managers at different levels. As a result of the liquidation and closure of unprofitable enterprises, reorganisation of the economy and other adverse factors and dismissal of workers, the number of people taking skill improvement or retraining amounted to 21,000 in 1993. Of those who improved their skills, 526,000 were workers, and 289,000 employees, including specialists, heads of industrial enterprises, teachers, medical workers, etc.

The »Law on Education« adopted in 1992 provided the legal basis for the development of Adult Education in the Republic of Belarus. Since 1993, the Ministry of Education and Science has performed accreditation of educational institutions and skills improvement and retraining units (including non-governmental organisations) to bring their activity into line with the Law on Education. As at July 1st, 1994, about 70 public and non-public education institutions, units and structures received accreditation.

Organisation and methodical guidance of the system is carried out by the Ministry of Education and Science, which establishes the priorities of the system's development and improvement, controls the contents and quality of education and training, and co-ordinates the work of educational institutions, units and structures involved. There are 38 skill improvement and retraining establishments directly subordinate to the Ministry. In the last five years, the Ministry has created 18 new establishments for skills improvement and retraining in professions demanded by the new economic situation and modern trends in science and technology. The programme of personnel training for foreign economic activity is being implemented at the Minsk State Linguistic University and some higher education establishments in the regional centres around the country. Within the programme, more than 100 managers and specialists in various branches of the economy were taught foreign languages in 1993-1994.

Educational workers in all types of pre-school, non-school and general secondary school establishments are regularly improving their skills in Minsk and 6 regional institutions for teacher skills improvement. In August 1992, the Institute of Skills Improvement and Retraining of

Educational Personnel was created on the basis of the Republican Institute for Teacher Skills Improvement.

The Institute of Vocational Training has been operating since March 1993. The institute provides skills improvement for 24 categories of engineering and technical workers of vocational schools, as well as teachers of special secondary schools. The institute is involved in additional training in new specialities, particularly practical psychology. About 3,500 people have attended refresher courses and improved their skills since the IVT was founded.

The National Institute of Humanities, founded in September 1992, has trained 2,000 teachers of humanities in general secondary schools, specialist secondary schools and higher education establishments.

The Institute of Skills Improvement and Retraining of Personnel in New Technology was created on the basis of the Belarus State Polytechnic Academy. The Institute retrains students in applied mathematics, computing science and microprocessor technology.

Work is underway to develop an appropriate regulatory base for the system. Draft regulations for educational institutions for skills improvement and retraining are being worked out. New regulations for certification have been approved by the Ministry. The new document emphasises that certification is to be carried out on a voluntary basis. To estimate the educational level of a trainee, an entrance examination has been introduced.

The document »Concept of Training Managerial Personnel for Government Bodies« was developed by the Ministry, as was the »Programme for the Implementation of the Concept for the period 1993-1996«.

Professional Development in Belarus in the 1990s

The process of retraining and upgrading qualifications in Belarus is at present characterised by the following:

- the majority of educational establishments within the system of upgrading vocational qualifications have no certificates of quality, which is why the quality of retraining of specialists and of upgrading qualifications in Belarus is unknown;
- the disproportion of profiles in the system of upgrading qualifications is the result of constant financial, economic and personnel changes in the country;
- educational establishments which provide retraining services are very poorly equipped, while their financial situation is bad and deteriorating.

Today there are no state systems monitoring adult education, human resource management and professional development. As the system of education is constantly changing, the customers and the end-users are disoriented and the market has become uncertain: the system of assessment and the status of certificates issued by educational establishments in the area of professional development have lost their prestige, no statistical data is collected, and there is no methodological support for educational establishments. All this is happening at a time when the country desperately needs better vocational training and professional development.

In this respect, it is very important to provide tax benefits for agencies involved in adult education, professional and vocational retraining, and upgrading of qualifications. Such agencies should be independent and must be monitored only by the state tax agencies and by the laws of the market economy. It is important to establish ties (or, in some cases, restore broken connections) among the participants in the process of professional development.

Establishing ties between the suppliers and end-users of educational services in the system of upgrading qualifications will lead to the establishment of connections between supplier and user at different levels (state agencies, non-state professional organisations, non-state professional organisations - educational establishments, non-state professional establishments - enterprises, enterprises - educational establishments, etc.). The system formed as a result of these connections will lay the foundations for the establishment of market-oriented relations in the field of retraining and training personnel, and will help to establish new legal relations. The following is required to proceed in this direction:

- to create a legal basis that takes into consideration the rights and duties of all the subjects in the area of retraining and upgrading the personnel;
- to create a state database on end-users and service providers;
- to stimulate the creation of non-state consulting organisations which will enhance the functioning of adult learning organisations.

The proper functioning of the system of professional development is undermined by the following factors:

- breaking of traditional ties between the suppliers and end-users of educational services;
- the absence of the target-oriented methods of supporting the intellectual, cultural and creative potential of the end-users;
- real upgrading of qualifications is replaced by teaching survival skills.

Professional Development in Educational Management

The process of change in society led to the need to transform the system of educational management and leadership. Managers and administrators are working under new conditions, where they have to make decisions on their own, without relying on some authority telling them what to do. Such leaders must be prepared, and a system for training such personnel should be created in the country.

At present, vocational specialised training for educational administrators and managers is not provided by the state agencies because educational management and administration is not considered a professional field of activity. The educational establishments responsible for training and upgrading the vocational qualifications of different specialists in different fields are poorly equipped, the teaching staff in these establishments are not adequately trained, methods of teaching and the level of training provided are far behind the international level and the demands of the day. Short-term courses aimed at providing adults with upgraded qualifications are not effective and do not provide the possibility of avoiding unemployment and being well-oriented under the new economic conditions. For a long time it was assumed that specialised knowledge and skills were not necessary for educational administrators and managers. This assumption is the result of a Soviet-era model of managing schools, institutes, universities and the education system in general. The administrators in the education system were simply chosen from among the best teachers and a professional qualification and a degree in educational management were not required. This led to the misguided notion that there was no need to obtain professional qualifications to become an educational administrator. This notion is very dangerous for the survival of the system of education in Belarus in the present conditions. The tendency in the regions and in the separate educational establishments to pursue an independent educational policy points to the need to adapt to the ever-changing conditions, which in turn points to the necessity to acquire special skills and knowledge. Administrators need to have specific management techniques. Practical experience is also a must.

To provide vocational training for educational managers and administrators and to promote good practice and effective work in the field of educational leadership and management, the Belarus Educational Centre for Leadership Development (BECLD), an independent, non-profit organisation, was established about two years ago. BECLD is the only agency in the Republic of Belarus fully specialised in the training of educational managers at all levels. The BECLD faculty provides intensive pre-service and in-service training programmes. Since it was established, the BECLD has trained over 1,000 managers and administrators for education.

The services which BECLD provides for educational managers include:

- pre-service and in-service training of educational administrators,
- development and publishing of teaching and reference materials,
- consultation on legal issues for educational managers,

- consultation on the economic and commercial activities of educational establishments,
- courses on computer applications for educational managers,
- development of materials for educational managers' self-development,
- annual competition »Leaders of Education«,
- publication of the journal »Educational Leadership and Management«,
- psychological consulting,
- GOPHER on education,
- database on innovations in education (including international experience),
- organisation of national and international conferences on innovations in education,
- access to the INTERNET for educators in Belarus,
- international partnership programmes for educational establishments.

BECLD has a country-wide network of representatives and seven regional offices in the capitals of the seven regions of the Republic of Belarus. BECLD staff adhere to the concept of »training the trainers«. BECLD graduates participate in the organisation and running of seminars for their colleagues in their local districts. The BECLD faculty also organises conferences and workshops at various locations throughout Belarus.

Training

As the only management development centre in the Republic of Belarus, BECLD is dedicated to improving the efficiency and effectiveness of institutions and supporting the development of managers. The following types of programmes are offered:

- Residential Training
- Regional events
- Commissioned Training

Research, Information and Consultancy

In the area of developmental work, the following activities are provided:

- Research
- Consultancy
- Information Technology
- Publications

The BECLD approached the Council of Ministers, the Ministry of Education and Science and the Ministry of Labour with a proposal to recognise educational administration and management as a professional field of activity. There was a positive response and the BECLD was asked by the ministries to develop the qualifications and vocational characteristics of educational managers and administrators (National Guidelines for Training Educational Administrators).

Still, Belarus has a long way to go to develop a system of professional development that is effective, flexible and quick to respond to the demands of time. In the literature on social change, you can find the observation that education and society/culture are closely related. Which leads the other is often a matter of circumstance. Educationalists wish to believe that they are agents of change, but in reality they must often wait until society is ready for such changes. Indeed, society's demands as often as not force educational establishments to change.

In Belarus, it may be that there will be a slow and rather painful process of economic development which must precede educational change. It is possible that only when society has progressed to the point of needing sophisticated professional staff will educational establishments start to train them.

On the other hand, it is clear that locking into commitment to the present status prevents economic growth. In this case, it may be that education must be the agent of change. By promoting new attitudes, by training professional staff ready to take risks and make decisions and who have confidence in their own ability to accomplish personally identified goals, the situation may change for the better.

The State of Research on Adult Education

In recent years, the demand arose for taking a fresh look at the place and role of the national educational system in general and adult education in particular under new geopolitical and socio-economic conditions, based on serious philosophical study, and for determining the strategy and tactics of educational development.

To co-ordinate all research work being pursued in various research, educational and other institutions, a Co-ordinating Council for Research in Education has been created on the basis of the National Education Institute, following a decision by the Government and the Ministry of Education and Science in June 1993. The Council's objective is to systematise the activity of 46 institutions involved in research in education and to regulate the funding of these institutions. In addition, the Council develops summary annual and co-ordinating plans, and organises scientific sessions, conferences, symposia and workshops. There are four sections in the Council, headed by experts: »Philosophy, Sociology and Economics«, »Psychology«, »Pedagogy«, »Problems of Integrating Educational Systems«.

Research Themes

Scientists are currently focusing their attention on the following topics of research:

- cultural and anthropological problems of education,
- inter-disciplinary research in education and the role of philosophy in the process,
- methodological problems of education,
- epistemological problems of education,
- education and human values,

- relationships between sociology, philosophy and cultural studies in solving educational problems,
- regional principles of education,
- national and cultural traditions and their manifestation in the value orientation of students,
- feminisation of education,
- national and multicultural foundations of education,
- socio-economic and legal organisational problems of education development in the new system of social relations,
- planning and forecasting in the educational system,
- education quality at different levels,
- standards in the national education system,
- knowledge test at various educational levels,
- the private sector in the education system,
- comparative education.

Funding

In 1994, the National Education Institute conducted research on 70 subjects, including 58 subjects (70%) commissioned by the Ministry of Education and Science, 6 subjects (8.6%) on the basis of decisions of the academic council of the institute, 10 subjects (14%) on the basis of self-accounting contracts with institutions and organisations of the country, and one subject (1.4%) by order of the State Committee on Problems of Chernobyl NPP Catastrophe Consequences Elimination

Organisation of Research

Educational research in Belarus is mostly state funded. There are several western foundations (Soros, Eurasia, etc.) which may provide grants for educational research and adult education specifically.

There is no special mechanism for the allocation of funds, assessment of output and quality control in the field of adult education.

Citation analysis is required in educational research.

There is no holistic research in the field of adult education in Belarus. There is little funding available because of the economic crisis.

Forms of co-operation in applied contract research with central and local government authorities, other public agencies, business concerns and industry, trade unions, social movements and voluntary organisations are mostly informal contacts leading to the establishment of teams of researchers who are then funded by the government.

There is an inventory system for research, but »adult education« is not a separate field and research of this kind could be found in »improving qualifications« and also in some other fields.

Philosophy, didactics, methodology, psychology, educational leadership and management are required in most educational research.

For all research in education, both quantitative and qualitative methods are required.

The most important national channels for the publication of research results are the journals »Educational Leadership and Management« published by the BECLD and »Education and Upbringing« published by the Ministry. International channels are less available because of the language barrier.

The BECLD is developing a network of educators by providing them with modems and training so that they can use Internet resources.

The dominant language(s) used in the dissemination of research results are Russian and Belarussian.

Continuing Professional Development

Post-graduate training of researchers is organised at the universities and emerging centres and are either public or private.

There is a registration system for dissertations, but »adult education« is not a separate item.

There is no national organisation for those involved in research on the education of adults.

There are regular meetings of researchers organised by the Belarus Educational Centre for Leadership Development for those engaged in the professional development of educators.

Researchers may apply to western charitable organisations (Soros, Eurasia, etc.) to fund their participation in conferences, seminars, workshops etc.

The bibliographical sources available to researchers are very poor. The BECLD is developing a telecommunication database on the World Wide Web (WWW), but needs international help to cope with this task.

International Co-operation

In October 1993, Belarus joined the European Cultural Convention, thereby acquiring the right to participate in European projects on education. The Ministry of Education expands its ties with UNESCO and The International Bureau of Education. The National Educational Institute is involved in the UNESCO International Network (CORDE). Close co-operation has been established with the UNESCO European Centre on Higher Education (CEPEC); the UNICOM project would enable Belarus to integrate into the European information network. The Council of Europe Educational Committee approved 8 projects within the TEMPUS programme.

Funding for participation in conferences, seminars and workshops at the European level is available only through western charitable funds.

Assistance for the translation of research publications into other languages is available only through western charitable funds.

There are no funded training opportunities available to encourage the learning of other languages.

Bulgaria

Maria Makedonska[1]
Natalia Kalandarova[2]

General Societal Situation and Changes

The intensification of democratic processes and Bulgaria's transition to a market economy have triggered various changes in Bulgarian society.

The Bulgarian population shows a sharp decrease. According to the latest population census in 1992, Bulgaria had 8,473,170 people. Strong depopulation is happening due to a decline in births (up to 10.5 per 1000 population), rising mortality (up to 12.7 per 1000), and population migration (a strong emigration wave). In the 1980s, the number of live born infants was falling by about 1000 annually (from 114,166 in 1980 to 104,100 in 1989). The number of births in 1993 was down by 10,000 on 1992, and fell by a further 14,000 in 1994. The age structure revealed an unfavourable development: the school-age population is diminishing (up to 19.8 per 100) and the population of retirement age is growing (about 24.5 per 100).

The ageing of the nation leads to quantitative and qualitative exhaustion with implicit economic and social consequences. The incongruity between educational training and qualification and the need for specialists able to work in a changing economic environment is deepening.

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Prior to 1989, over the course of decades the state pursued a policy aimed at maintaining full-scale employment of the working age population. This policy extended both to men and women of working age. About 82-83% of women of working age were employed. The criteria for building up the production structures were primarily social, not economic.

After 1989, at the beginning of its transition from central planning to market orientation, the economy operated without a clear-cut policy of development. A number of enterprises, research institutes and other organisations were closed. Some enterprises stopped working at full capacity. This reduced the number of employed and is steadily changing the number of the unemployed. Industrial unemployment topped the list (106,969), followed by agriculture (86,111), trade (23,774), building and construction (20,828) and education (16,074).

Bulgarian unemployment is characterised by a great number of dismissed highly qualified specialists. The proportion of young people among the unemployed is high (over 38% of the unemployed are under 24 years of age). An increasing number of people without sufficient professional training, who until recently worked in inefficient industries dominated by manual operation and routine work, are also entering the labour market.

Between 1949 and 1989, production in Bulgaria recorded growth which varied in strength. The average annual growth rate of the social product fluctuated as follows:

1949-52	1958-60	1966-70	1976-80	1981-85	1986-89
10.7	13.5	9.5	5.9	3.9	3.4

The decline in production which began after 1989 continued for four years. It abated in 1994, when gross domestic product (GDP) grew by 1.4% on 1993 (see Table 1).

TABLE 1: **Some major socio-economic indices**

Indices	Years				
	1990	1991	1992	1993	1994
1. Index of the size of GDP with base 100 for the previous year	90.9	88.3	92.7	97.6	101.4
2. Proportion of registered unemployed in the total number of employed and unemployed	1.7	11.1	15.3	16.4	12.8
3. Proportion of employed in the private sector	5.9	10.1	17.7	28.3	34.7

Privatisation is rather one-sided. In 1994, the private sector in industry did not exceed 5%. This sector mainly covers commercial outlets, restaurants, hotels and intermediary companies. In 1994, over 30% of the employed worked in the private sector. This includes education. Three higher, 22 comprehensive and 9 professional private schools have opened in Bulgaria.

Thus in the years to come, steps taken for the professional orientation and qualification of adults to begin independent economic activity will be particularly topical.

Politically, the one-party system was replaced by a multiparty system. A great number of parties were established, and new ones continue to emerge.

The Situation of Adult Education

The Position of Adult Education within the Education System

Between the end of World War Two and 1989, the position of adult education in national education policy varied. A unified state policy was pursued aimed at ensuring adult literacy, at raising their general level of education and culture, and at enabling them to acquire professional qualifications in line with the needs of the development of production.

As early as 1944, evening courses opened at some schools, which subsequently evolved into evening schools. The first evening schools were comprehensive in character: evening pre-secondary and secondary schools. With their help, over the course of a few years (up to 1950), almost the entire illiterate population was taught to read and write, and obtained an elementary knowledge of mathematics.

In subsequent years, in order to make access easier for those who were working, different forms of adult education were established: extramural and external. To meet the needs of the developing industry, evening professional and technical schools were opened, offering in addition part-time courses.

Up to 1989, evening education expanded considerably in all kinds of schools. The number of people attending evening and extramural courses in technical schools and higher education establishments recorded the greatest increase (see Table 2).

TABLE 2: **Students in evening and extramural courses by type of school and by period.**

Type of school	Period				
	1959/60	1969/70	1979/80	1989/90	1994/95
Secondary general schools	-	21800	7336	4434	5498
Secondary vocational schools	647	1489	1512	2910	1726
Technical Schools	48194	48194	24071	358143	6073
Semi-higher & Higher Schools	13020	24371	21789	39388	60169
Total	61861	95854	54708	82575	73466

After 1989, the number of adults attending technical schools collapsed to about one-sixth its previous level, while the number of adults studying at higher education establishments increased considerably. This was due to the relatively high number of unemployed people with secondary technical education and the efforts made by adults to obtain higher education, which provided them with greater mobility in the conditions of a market economy. Their preference was mainly for economic and legal specialities, which facilitate the launching of a private business.

Until 1989, special attention was paid to upgrading the training and acquisition of professional qualifications obtained by young workers. In the 1962/63 academic year, special professional schools were opened so that workers under 35 years of age could finish their basic education. In 1967, along with evening and extramural education, shift education began in a number of technical and secondary schools. For the convenience of workers, shift classes were organised at industrial plants.

Throughout the entire period prior to 1989, management in industrial plants and enterprises had a positive attitude towards the upgrading of the education and qualifications of their workers. In 1972 under Decree No 1 of the Council of Ministers, a unified system for training, requalification and upgrading of qualifications of workers was launched and began to operate. Some 600 professional training centres were set up in all major enterprises. One of the most popular forms of adult education in these centres was industrial works classes. Workers were trained according to special curricula and plans, so that they could obtain in time basic and secondary professional and technical education. The length of training varied according to the educational level of the students. Industrial works classes were affiliated to various schools, comprehensive or professional. The system of training here was regular and extramural. Along with other forms of training, the industrial works classes had played an important role in raising the educational level of people employed in the economy. In 1990, industrial works classes were terminated on the assumption that they had fulfilled their task.

Administration and Legislation on Adult Education

Adult education using the various forms of instruction is supervised by the Ministry of Education, Science and Technologies and its territorial bodies: regional inspectorates. Prior to 1989, there was a Department for Evening and Extramural Education at the Ministry, which was organisationally and methodologically in charge of the overall work of adult education in schools. This department also methodologically monitored the training of new workers, and the upgrading of qualifications and requalification of workers by the enterprises.

After 1989, the department was closed down, and in 1993 an Office for Professional Orientation and Adult Education was established. Since 1995, adult education and qualifications have been handled by the Office for Professional Education.

A Department for Students and Specialisation was set up at the Office for State-Defined Quotas in Education, which undertook coordination of specialisation and postgraduate studies abroad of teachers in higher and secondary schools.

Until 1989, qualification upgrading and requalification were administered organisationally by the Ministry of Labour and its branch ministries and departments. There were special departments in these ministries which defined the policy of professional training of specialists within their systems.

These departments continued after 1989, but they have since modified their functions. The Department for Policy and Coordination of Professional Qualifications at the Ministry of Labour and Social Affairs is mainly involved in the coordination of the education of the unemployed through employment offices. The departments in the branch ministries pursue departmental policy relating to the professional training of specialists. The Ministries of Agriculture, Transport and Health have retained special positions with regard to professional education.

Before 1989, Bulgaria had no special law regulating adult education. All issues pertaining to school instruction of adults and to specialist qualifications are now regulated by the Law on Public Education (2).

The Labour Code (7), the 1959 Law on Closer Ties between School and Life (1), Decree No 35 of the Council of Ministers from 1961 (8) and other government instruments regulate a number of privileges for working students, such as extra paid leave for revision and taking of exams, reduced working hours, banning of night work, reimbursement of travel expenses, etc.

Prior to 1989, professional qualifications on the national level were regulated by decrees of the Council of Ministers (8, 9) and other standard acts of the Ministry of Labour and Social Affairs.

Since 1989, active efforts have been made to create a legal framework for the further development of adult education under the conditions of the market economy and increasing competition between state-subsidised and private institutions. New bills were drafted: the Higher Education Bill (4), the Employment Bill with a special section on professional specialist qualifications (3), the Culture Bill (5), the Bill for Cultural Centres (6) and other standard documents.

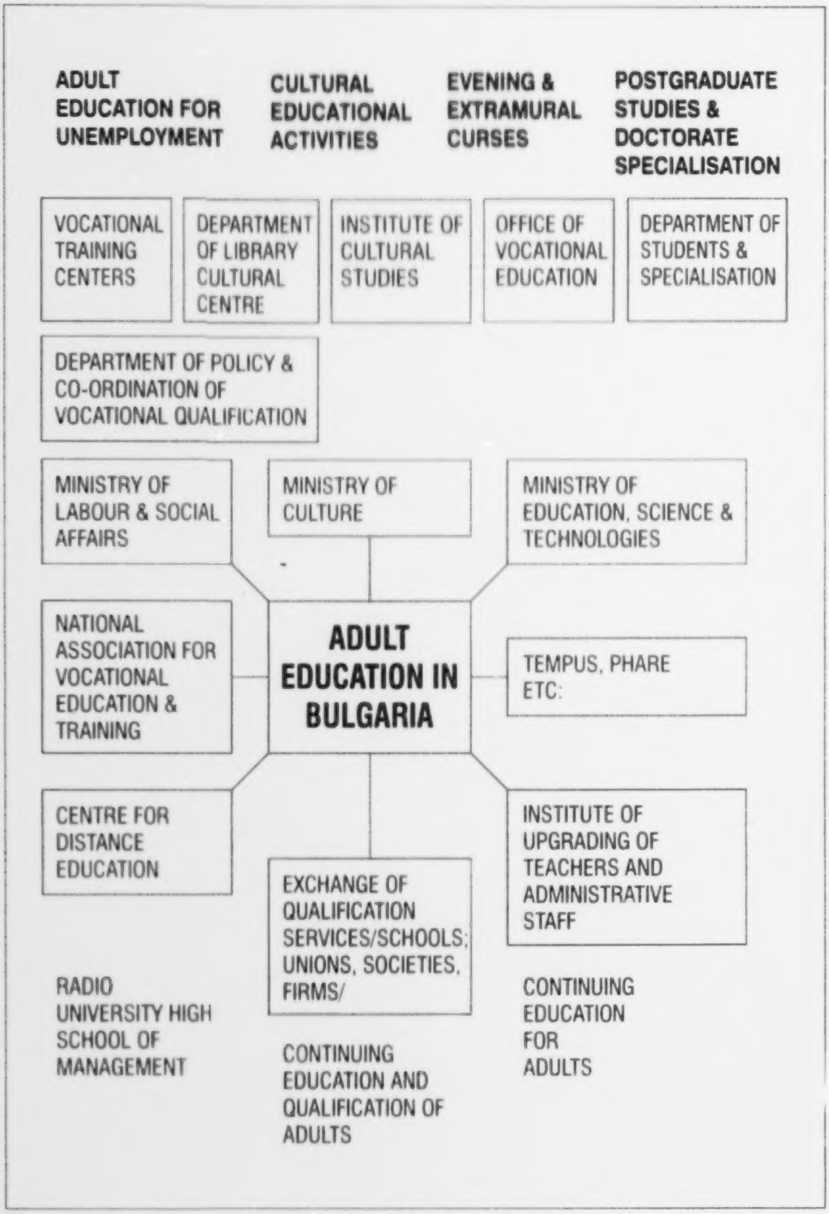
Organisational Structure

Bulgaria has a broad network of different adult education institutions (see Figure 1).

Prior to 1989, formal general and professional adult education providing a higher level of education and professional qualifications was implemented in the form of evening, extramural and external courses at the various higher and secondary schools. These forms of adult education continued after 1989. However, owing to the length of these courses, they are not favoured by adult students, who show most interest in finishing at evening or extramural classes some post-secondary economic specialities, and in mastering certain professional skills, enabling them to open small private businesses.

Since 1989, adults in Bulgaria have also begun studying in newly-opened private professional schools.

FIGURE 1: Adult Education in Bulgaria


ADULT EDUCATION FOR UNEMPLOYMENT
CULTURAL EDUCATIONAL ACTIVITIES
EVENING & EXTRAMURAL CURSES
POSTGRADUATE STUDIES & DOCTORATE SPECIALISATION
VOCATIONAL TRAINING CENTERS
DEPARTMENT OF LIBRARY CULTURAL CENTRE
INSTITUTE OF CULTURAL STUDIES
OFFICE OF VOCATIONAL EDUCATION
DEPARTMENT OF STUDENTS & SPECIALISATION
DEPARTMENT OF POLICY & CO-ORDINATION OF VOCATIONAL QUALIFICATION
MINISTRY OF LABOUR & SOCIAL AFFAIRS
MINISTRY OF CULTURE
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGIES
NATIONAL ASSOCIATION FOR VOCATIONAL EDUCATION & TRAINING
ADULT EDUCATION IN BULGARIA
TEMPUS, PHARE ETC:
CENTRE FOR DISTANCE EDUCATION
EXCHANGE OF QUALIFICATION SERVICES/SCHOOLS; UNIONS, SOCIETIES, FIRMS/
INSTITUTE OF UPGRADING OF TEACHERS AND ADMINISTRATIVE STAFF
RADIO UNIVERSITY HIGH SCHOOL OF MANAGEMENT
CONTINUING EDUCATION AND QUALIFICATION OF ADULTS
CONTINUING EDUCATION FOR ADULTS

At the end of 1993, a Distance Education Centre with two units was established within the New Bulgarian University: Radio University and Higher School of Management. They conduct adult education in the management of small and medium-sized businesses, tourism management, marketing, advertising and business communication. Disabled students receive scholarships from the Open Society Fund or are exempt from fees. In February 1994, the New Bulgarian University was granted exclusive representation rights for the British Open University in Bulgaria in training managers.

There are many diverse institutions organising professional and qualification activities and general non-formal adult education.

Prior to 1989, qualification upgrading and requalification of adults was carried out in:

- Professional training centres functioning as education units in enterprises and territorial units;
- Education centres and units within research, design, engineering, industrial transfer and other organisations;
- Sectors for postgraduate qualifications in higher education establishments;
- Education and qualification complexes functioning on the basis of integration between secondary and higher education establishments, enterprises and research units for joint approaches in training and qualification upgrading of specialists;
- International centres with a statute of joint organisation via association between Bulgarian and prominent foreign schools and higher education establishments.

In the twenty years prior to 1989, some 30% of the people employed in the economy attended annual courses and schools to obtain or upgrade qualifications. Only 3% of them studied to obtain new qualifications, while the majority attended courses to upgrade their qualifications. The reason for this lay in the fact that the majority of the workforce attended professional school or higher education establishments. Qualification upgrading and requalification were organised by state-owned enterprises to meet structural changes in the labour requirements of the economy.

After 1989, all centres, complexes and the like for qualification upgrading and requalification established at the enterprises were closed down because of the recession and decline in production. Only a small number of territorial qualification centres remained in prospering enterprises.

The period after 1989 saw the emergence, given the size of Bulgaria, of an enormous qualification services market. A great number of firms and institutions (private and state-subsidised) now offer opportunities for adult qualification and requalification. Training in most of them is done based on programmes borrowed from advanced countries, and in professions typical of market economies but difficult to adapt to Bulgarian conditions. Owing to the vagueness of structural reform in the economy, the qualification services market still offers training which does not correspond to future needs. Competition is not fair. The commercial side is stronger than the educational one. All of this is mainly due to the lack of tradition in the functioning of such a market. This market is regulated only by the provision of the Law on Public Education that only professional schools are entitled to issue certificates of mastery of a profession. This prompted private firms to organise non-formal education: foreign language studies, computer training, management of small businesses. In the future, secondary professional and technical schools are intended to take a more active role in qualification and requalification and to become training and qualification centres, especially in smaller settlements. With the material assets and teachers they have, these schools are quite competitive in the qualification services market.

Departments for postgraduate qualifications in higher education establishments are active in this market. There is a downward trend in adult interest in technical specialities and a shift toward economic ones: management, international economic relations, banking and financial business.

The current qualification services market is sporadic and no comprehensive survey is possible due to a lack of statistical data on the state of affairs.

Both before and since 1989, qualification upgrading of teachers and administrative staff in all types of secondary schools has been carried out at institutes for upgrading teachers and administrative staff. There are three such institutes in Bulgaria. Engineers, economists and other specialists with higher education who teach in professional and technical schools are allowed to teach after receiving supplementary education in these institutes or in the education departments of Sofia University, educational institutes and the free faculties of other higher education establishments.

In 1994, a Department for Civil Education opened at the Central Institute for Upgrading Teachers and Administrative Staff in Sofia. General non-formal adult education is organised by different institutions: technical-scientific unions, Knowledge Society, Trade Union centres, cultural centres, various societies, the mass media, municipal people's councils, etc. Depending on the concrete demands, they organise amateur art workshops, education on issues of democracy, lectures, symposia on scientific innovations, and on technology, organisation, management, foreign language courses, information science, etc. The mass media broadcast regular radio and TV educational programmes and publish education columns in specialised journals.

Most institutions for non-formal education have a broad network of divisions throughout the country. Thus, for example, the Knowledge Society had 273 municipal councils before 1989 in line with the administrative division, and 223 lecture groups at higher education establishments, research institutes, departments, academies, and major industrial enterprises. With the help of these structural units, the Society studied the interests of the citizens in the municipalities and of the working and research teams, and provided highly qualified specialists on a contractual basis to organise training in the following fields: philosophy, sociology, international relations, technical sciences, information science, social management, economy and planning, education, psychology, ethics, history, state and law, agriculture, medicine and biology, physics, chemistry, mathematics and environmental protection. Each scientific sphere had a methodology council which provided lecturers. The Society had 33,000 registered lecturers. The lecturers had the following qualifications: academicians and corresponding members - 78; professors and doctors of sciences - 1075; associate professors, senior research associates and PhDs - 4077; teachers, research associates and other specialists with higher education - about 27,000. The Society used to organise thousands of adult education initiatives every year. Since 1989, it has remained active in the dissemination of knowledge among adults in these fields, regardless of the changed number of divisions brought about by the closure of institutes and recession in some enterprises.

The period since 1989 has seen many seminars and conferences on a national level, with specialists from different European countries, on the problems of transition towards a market economy and the concomitant events in society. These adult education activities are organised by international organisations or through the embassies and cultural institutions of various European and non-European countries.

A specifically Bulgarian form of adult amateur cultural education are the cultural centres (chitalishta). Bulgaria has 4227 such centres with their own libraries, cultural houses, choirs, dance, pop and drama groups, literary circles and poetry, art and applied art circles.

Infrastructure

Both prior to and after 1989, there were no special institutions in Bulgaria for training teachers for adult education. Adult education in schools and in all other institutions was carried out by specialists with higher education, while specialists with semi-higher education were used only for certain types of practical training. No adult education specialists were trained. Since 1989, andragogy has figured as a compulsory instruction subject only in Sofia University, on the curriculum of students of pedagogy of deviant behaviour. In some of the remaining higher pedagogical schools, andragogy is studied as a compulsory instruction subject, while in others it is an optional subject, and groups of students who wish to study it are not formed.

The upgrading of pedagogical and special qualifications of adult education teachers in schools is carried out by the Institute for Upgrading Teachers and Administrative Staff and by the free faculties of the higher education establishments. Specialisation abroad and international seminars on new teaching methods with teams of foreign specialists are used to upgrade the qualifications of adults. Teachers in the Higher School of Management have a mandatory term of study at the British Open University. Some non-governmental organisations (the Knowledge Society, the Technical-Scientific Union) organise annual courses and seminars with regular lecturers, supplying them with literature on the most topical problems.

Different institutions for adult education have received methodological help and have been supplied with the necessary literature by the specialised research units and libraries of the Research Institute for Education, the Research Institute for Trade Union Problems and the Centre for Professional Qualification and Requalification of Workers at the Ministry of Labour and Social Affairs. All three institutions based in Sofia were closed in 1992. Only the Specialised Library for Pedagogical Literature remained open.

Statistical information on work related to adult education is at present published by the Central Statistical Institute and the information unit of the Ministry of Education, Science and Technologies. Some specialised institutions for adult education with strongly developed territorial structures, such as the technical-scientific unions and the Knowledge Society, have their own information systems.

Until 1989, Bulgaria received two specialised journals in adult education: one Polish, the other Soviet. Since 1989, these journals have stopped arriving. After 1993, the magazines »Education and Qualification« and »Compass« (with material translated from foreign periodicals) were established, covering quite a number of articles on adult education. Since 1985, UNESCO Perspectives has been issued in Bulgarian. Less material on adult education appears in other educational journals, such as Pedagogika, Education and Profession.

Financing of Adult Education

Both prior to and since 1989, the overall work for formal (school) adult education and of the institutes for upgrading teachers and administrative staff has been financed from the state budget. In individual cases, schools have been supported materially and financially by enterprises or sponsored by other institutions.

Until 1989, the planned activities of enterprises and organisations for qualification upgrading and requalification of specialists were financed by a special fund: Professional Qualification and Requalification Fund (PQR). After 1989, this Fund was renamed the Professional Qualification, Requalification and Unemployed Fund (PQRU), and was disbursed via the national labour exchange only to the unemployed. Work on professional qualifications is carried out now on market principles. Each type of education, qualification upgrading or requalification is paid for by the students, by the PQRU via the labour market if the student is unemployed, by sponsors if the student can find them, or by the employer.

Professional qualification of the employed and unemployed during the transition period is also financed by various international funds and government programmes of the advanced countries aimed at helping the Bulgarian economy.

Prior to 1989, non-formal adult education carried out by different organisations was financed from the state budget, from membership fees, sponsorship and fees paid by participants in educational activities. After 1989, the funding from the state budget was reduced to a minimum. The state supports only a few institutions. Almost all non-government organisations and private schools are self-supporting. The fees paid by the participants cover all education expenses. Funds provided by sponsors are used for new technical equipment and for improvement of the material assets.

State support of adult education has been reduced to funding evening and extramural education in state-supported schools (65,235 students), an insignificant number of the unemployed (about 2.3%), and cultural and education work carried out by the cultural centres. Other adults pay for their education themselves, or their education is paid for by their employers.

Departments for postgraduate qualifications in higher education establishments have also switched over to self-support.

Needs for Adult Education

Analysis of the educational structure of the workforce in Bulgaria shows that adults need both to improve their general education and to obtain professional education. About 30.5% of the workforce, 26.6% of the employed and 46.2% of the unemployed, have basic and lower-level education (see Table 3). Moreover, 60% of the unemployed have no profession and 80% of them have only basic and lower-level education. They need not only professional education, but also some upgrading of their comprehensive education knowledge, in order to become more competitive in the labour market. Only 2.3% of the unemployed are being trained on professional qualification courses via the labour offices or through grants from the Professional Qualification, Requalification and the Unemployed Fund. Some 60,169 (5.6%) of adults with general secondary education study in the evenings and extramurally in higher and semi-higher education establishments. The lack of statistical information on adults trained on the various short-term professional qualification courses and in general non-formal education makes it impossible to analyse how the needs for adult education are being met. Our fragmented surveys show that in the transition period, the proportion of educated adults with a higher level of education (secondary and higher) is greater than the proportion with a lower level of education (basic and lower).

TABLE 3: **Educational Structure of the workforce in Bulgaria (in thousands)**

Education levels	Total	%	Employed	%	Unemployed	%
General	3608.9	100	2868.8	100	710.1	100
Higher	461.9	12.8	426.6	14.8	37.3	5.0
Semi-higher	203.9	5.7	185.9	6.5	18.0	2.4
Secondary special	766.0	21.3	644.8	22.5	121.2	16.4
Secondary general	1073.4	29.7	851.4	29.6	222.0	30.0
Basic and lower	1103.7	30.5	762.1	26.6	341.6	46.2

Modernisation of Adult Education

Both in the past and the present, dialogue forms - seminars, lectures, conferences, discussions - dialogues and problem-and-situation methods of education have been applied the most. Modular education, distance education, correspondence courses, and radio universities have been applied in a relatively more restricted way. Under the conditions of strong competition, each adult education institution works on its own to improve the forms and methods of education. The know-how of other countries is also broadly used.

The State of Research on Adult Education

Institutions

At University

Neither before nor after 1989 were there any structural units or specific teams of specialists involved in adult education in the universities. Individual teachers from the pedagogical departments of higher schools researched individual problems (for instance, illiteracy (15)). Teachers in andragogy (1 assistant professor and 1 part-time professor) have done comparative research (37) and surveys for updating the contents of andragogy (2). A research team from the Institute for Upgrading Teach-

ers and Administrative Staff in Education has been involved in studies for updating the forms of adult education (47,50).

Other Institutions

Applied research into the problems of adult education according to provisional annual and long-term programmes before 1989 and up to 1992 was carried out by:

- The Research Institute for Education at the Ministry of Public Education in the Department for Adult Education and Qualification. The Department was staffed by ten research workers, including two assistant professors and one PhD. In the last ten years, research was carried out in the following fields: comparative education (38), concepts and other theoretical developments (23, 25, 26, 27, 29, 35, 42, 51), experimenting with new educational technologies and organisational forms (24, 28), effectiveness of adult education (46). Cooperation with many teachers and headmasters of evening schools in the country was maintained in the research process.
- In March 1992, the Research Institute for Education was closed and a National Research Centre for Education and Science was established. At present, it does not carry out any research into adult education.
- The Centre for Professional Training and Qualification at the Ministry of Labour and Social Affairs. The research work of this Centre was aimed at the contents, forms and methods of education; educational and technical media; training of instructors in the process of qualification upgrading and requalification of the workforce (34, 41, 54). In 1992, the Centre closed down. At present, no research into these problems is carried out.
- Institute of Cultural Studies at the Ministry of Culture. In the course of two decades, it researched: historical and typological characteristics of personality (10), development of aesthetic culture at various stages of life (11, 14), cultural needs of the individual (13), traditional culture - character, customs and rites (33), theatre-audience relations, music-mass media-audience (19,20), problems of amateur pictorial art (32),

the future of distance education projects (39, 40), etc. Since 1993, twelve research workers have been working on the problems of scientific policy.

- Research Institute on Trade Union Problems. A specialised section of the Institute conducted research into the role of trade unions in the professional development of specialists and in the formation of the professional and qualification structure of the workforce (44, 45, 52, 53). In 1990, the Institute was closed down. Now all trade unions have their own specialists researching the employment of their members, needs for education and qualification, and the possibilities for the development of human resources.

Research Staff

Before 1989, the institutes of the Ministry of Education, Ministry of Labour and Social Affairs and the trade unions were staffed with permanent teams of researchers conducting research into adult education. Each unit consisted of about ten researchers under persons of academic rank (a total of 2 professors and 6 assistant professors). This situation remained until the closure of the institutes in 1992. In terms of management and determining the themes of research, all three units worked completely on their own. They held regional meetings (seminars) chiefly on the problems of general and professional education of adults. The results of some meetings with the participation of social partners and persons involved in practical realisation of education were published (21, 43).

Research into the problems of adult education was also carried out by some non-governmental organisations, mainly related to educational needs, and by individual teachers in higher education establishments and individual research workers from other institutions.

Bulgaria has a research tradition of long standing embodied in dissertations. Dissertations have been registered since 1952, at that time numbering 170 per year. Their number peaked in 1990 at 5153 before falling by 1994 to 1393. The problems of adult education are practically not researched by postgraduate students. Since 1989 there have been only two dissertations related to adult education (48,49). In the ten years before 1989, there were no dissertations on these problems.

At present, Bulgaria has no specialised unit engaged in research into adult education. Individual researchers and teams from various institutes (the Economic Institute and the Sociology Institute at the Bulgarian Academy of Sciences, etc.), from different societies and unions, teachers from higher education establishments and other specialists are engaged in research into the problems of adult education. For some of them, this research is directly linked to their main duties, for others it is a matter of personal interest and supplementary occupation.

Research Themes

At present, the topics of research into adult education are not planned in a coordinated manner by the institutions involved in these problems. In the majority of cases, organisations and researchers work independently, without maintaining contacts. In recent years, under the auspices of the Open Society Fund, research has been carried out into civil society and the nation, the skills of conflict-resolution in the various age groups, and how prepared we are for the labour market.

Data from the survey of priority themes tackled in tables A, B and C of SASREA-CEEC (see p. 153-155) conducted by research workers, teachers and civil servants show the following results:

- Priority themes which should be supported at present by the state are the labour market and employment: qualification and requalification of specialists, professional education, educational needs of young adults. In 1995, the National Science Fund, a department in the Ministry of Education, Science and Technologies, financed 39 projects in the humanities, most of them related to the problems of society, social development, legislation, labour relations etc. Most reporters - researchers are giving priority for the state to financial support for themes addressing theoretical and systemic issues, adult education and democracy, continuing education. They support the idea of planned and separately prepared national plans, for example the work of the National Science Fund. The Fund's decisions are made on the basis of a system of assessments made by national experts, most of whom are from the universities.

- At present, no research has been carried out into the general education of adults, the application of new methods, adults as students, education of people in the third age. This year - 1995 - the state (the Ministry of Education, Science and Technologies and the Ministry of Labour and Social Affairs) financed several projects concerning the education of gypsies, the acquisition of vocational qualifications for performing a job, occupation, education of prisoners (the acquisition of vocational qualifications), illiteracy.
- Since 1989, along the lines of the international funds, priority research has been financed and conducted into civic education, adult education and democracy. Within the system of compulsory general education, civic education prevailed.
- Representatives of state institutions, social partners and researchers attached priority to adult professional education in the transition period. Social partners, like the state, are most interested in education for the labour market, certification, the development of human resources and the problem of partnership. They prefer developmental themes. The problem of partnership is one of the most important according to most researchers and social partners. From the educational viewpoint, it should allow complementary interaction between theoretical and practical work. For business, it can be a means of selecting students and adults whom they wish to recruit as they please. For students and adults and for society as a whole, it can be an efficient means of integration into professional life. This position implies social consensus for a recognised qualification.
- The interviewed persons involved in adult education determine the priority themes on the basis of and from the perspectives of their professional interests and status. Those who are professionally involved in research prefer theoretical developments, concepts, theo-

retical issues of employment and the need for adult education. Those who actually conduct the education prefer the themes of organisation of adult education, updating of methods and forms, and the theme of adults as students.

- Political organisations attach priority to the themes of the labour market, employment, quality of life, needs in education, young adults and civic education.
- Comparatively, the pattern of priority themes before and since 1989 is as follows: before 1989, the state emphasised the research into school education and professional and economic development. Since 1989, the accent has been placed on economic development, the need for adult education, unemployment of young adults, and professional education. Now researchers name as priority themes areas related to theory, politics, economic development, unemployment, professional education, and comparative research. Those who provide education see their preferences in social development and economic growth, employment, formal education and young adults.
- Researchers (especially in the field of vocational education) are those who are aware that the problems of continuing education must be based on well-developed research work. Continuing education can be the answer to various objectives: requalification in the face of changing economic situation; adapting to new working methods and conditions in firms and enterprises; preparing and monitoring vocational evolution, notably in the case of promotions; reconversion of workers whose specialisation is redundant when their industry is in crisis etc. According to objectives, the opinion is that the need for continuing education can be fulfilled by firms themselves, by state vocational schools, by training centres and through specific programmes set up by institutions with direct links to the labour market. In recent years, the state has encouraged schools to take up continuing education in response to local needs. The state has convinced chambers and firms to invest in the training of their staff, which is in their own interests and in the interest of their competitiveness.

Concluding Remarks

In the transition period, the status of adult education will depend on the quality and effectiveness of its programs, which will in turn be determined by the competence of researchers. There must be a balance between research and developmental projects. The most important themes according to the reporters - social partners and researchers - are education for the market economy, vocational education, education to improve the quality of life, education for responsibility in a democratic society and illiteracy. Less marked are theory and conception.

TABLE 4: **Priority themes by financial support (A)** [3]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception				
2	System, policy				
3	Society, social development, economic growth	x	3		
4	Culture, quality of life		x		
5	Labour market, employment	1	2		
6	Human resource development				
7	Formal (school) education				
8	General (non-formal, popular) education				
9	Vocational education	2	1		
10	Needs for AE	3			
11	Accessibility of AE				
12	AE organisations, providers		x		
13	Modernisation, new forms/methods		x	2	
14	Characteristics of participants, adults as learners				
15	Target groups	x			
16	Civic education, AE and democracy	x		1	
17	Young adults	x			
18	Education of the elderly				
19	Comparative education				
20	History of AE				

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[3] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 5: **Priority themes generally (B)** [4]

	THEMES	State	Political bodies	Social needs	Researchers	Providing institutions	International bodies
1	Theory, conception	x			2		
2	System, policy	x			x		
3	Society, social development, economic growth	3			x		
4	Culture, quality of life		2				
5	Labour market, employment	2	1	2	3	x	
6	Human resource development						
7	Formal (school) education						
8	General (non-formal, popular) education						
9	Vocational education	1		1	1		
10	Needs for AE	x	3		x		
11	Accessibility of AE						
12	AE organisations, providers					1	
13	Modernisation, new forms/methods					2	
14	Characteristics of participants, adults as learners					3	
15	Target groups						
16	Civic education, AE and democracy	x	x				
17	Young adults		x				
18	Education of the elderly						
19	Comparative education				x		
20	History of AE						

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[4] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 6: **Priority themes by period (turning point is 1989) (C)** [5]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x	1				
2	System, policy			x	x	x			
3	Society, social development, economic growth	3	1		2		1		
4	Culture, quality of life								
5	Labour market, employment		3		3		2		
6	Human resource development								
7	Formal (school) education	1				x	x		
8	General (non-formal, popular) education								
9	Vocational education	2	x	1	x				
10	Needs for AE		2		x				
11	Accessibility of AE								
12	AE organisations, providers			3		1			
13	Modernisation, new forms/methods			2		2	x		
14	Characteristics of participants, adults as learners					3			
15	Target groups		x						
16	Civic education, AE and democracy		x						
17	Young adults		x						
18	Education of the elderly								
19	Comparative education				x				
20	History of AE								

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[5] Numbers rank the priorities, x means the priority is taken into consideration.

Funding

Before 1989, the departmental scientific research institutes were 100% funded by the state through the budgets of the ministries. Some projects were funded by international organisations, such as UNESCO (36, 55). Scientific research into adult education conducted by teachers in higher education establishments and institutes for upgrading teachers and administrative staff was not additionally funded, but only financially supported through translations and publications.

Since 1989, the system of funding scientific research in Bulgaria has fundamentally changed. The capacities of the state have shrunk, and in the last three years it has allocated only some 320 million leva (per annum) for science and scientific services, regardless of inflation. The shortage of state funds has imposed the following principle: research institutes are funded up to 50% by the state and 50% from their own sources.

Possible sources for funding scientific research into education are:

- direct funding by the state through the relevant ministries;
- financing from national funds (Scientific Servicing Fund and Technological Policy Fund), which provide finances for the programme of national research in the sphere of education, science and technologies;
- incoming funds from topics, tasks, etc. commissioned by state-subsidised and private institutions;
- funding by various organisations - UNO, the Council of Europe, international funds and programmes, etc.

Unfortunately, the lack of a specialised research unit for the problems of adult education prevents the use of these sources of funding and the introduction of such themes into the national research programme.

Over 80% of the necessary funds for specialisation of researchers and for their participation in international conferences and symposia are provided by foreign organisations, above all international.

Organisation of Research

Until 1989, scientific research in the country was carried out according to annual and long-term plans. They comprised fundamental and applied developments aimed at the fulfilment of the national education policy. Research themes were coordinated with the Ministry of Public Education and other ministries. Tasks set out directly by the Council of Ministers (51) were also tackled.

Priority was given to themes of general and professional adult education - content, organisational forms (17, 18, 24, 28, 31, 46), and to aesthetic education (11, 12, 13, 14, 32, 33).

Social changes after 1989 tipped the balance in favour of theoretical (25, 26, 27, 29, 42) and comparative (38) research necessary to outline future policy in adult education. The problems of young adults and of women, and the characteristics of adults as students, are covered less extensively.

Results from such research are used by the relevant ministries (the Ministry of Education, Science and Technologies, the Ministry of Labour and Social Affairs, the Ministry of Culture), their divisions and schools or education establishments themselves.

The situation changed after the research institutes for problems of adult education were closed in 1992. The lack of a specialised structural unit for adult education impedes the coordination of activities with other institutions and obstructs in the transition period the scientific servicing of the various ministries, the Council of Ministers, the education commission of the National Assembly and the Presidency. Research into adult education carried out by individual specialists scattered across the different institutions is mainly linked with their own interests and their concrete work, and fail to solve national problems in the transition period. The market in education services for adults is spontaneous, it is not monitored by the National Statistical Institute. Because of its characteristics, it at present is proving impossible to survey and illustrate the market by representative quotations.

International Co-operation

Before 1989, international ties in adult education were maintained above all with the former socialist countries. For instance, between 1984 and 1991, the Division for Adult Education and Qualifications at the Research Institute for Education maintained close contact with the equivalent divisions of the Central Institutes for Professional Education in Warsaw and Berlin. Thematic seminars for researchers at these three institutes were organised every year. Some of the results from the eight seminars were published (17, 30, 31, 46).

Researchers of the same division took part in the development of two UNESCO programme projects (36, 55). The first was developed jointly with the French National Commission for UNESCO in two parts: the first on the state of the problem in Bulgaria, the second on the state of the problem in France.

After 1989, co-operation with the European Union countries was greatly expanded. Bulgarian specialists began participating in TEMPUS, COST, PHARE, COPERNICUS, ERASMUS and other programmes. Some research themes and areas of specialisation of Bulgarian researchers are part financed by these programmes and by scholarships awarded by NATO and by other international funds.

Bulgaria joined the TEMPUS Programme in 1991. So far, 73 institutions, including 28 universities, 22 enterprises and 23 other organisations, such as the Bulgarian Academy of Sciences, have participated in projects. In 1994/95, Bulgaria is taking part in 60 joint European projects and 86 specialisations and additional activities.

Unfortunately, only one of the TEMPUS projects »Education Technologies, Development of Education Plans and Curricula, and of the Staff« incorporates a task related to current methods in adult education.

One of the PHARE projects is related to post-secondary adult education.

Modern equipment for the different research centres has been provided as a result of expanded cooperation through European Union programmes.

Conclusions and Developmental Trends

Researchers working on the problems of adult education in Bulgaria were always few in number. Due to the economic recession, the shortage of state-allocated funds for science and structural changes, existing independent specialised research units working on the problems of adult education were closed down. Qualified specialists were dispersed. At the same time, the economic and social changes in the country, creating a high level of unemployment, with the unemployed having problems in adapting to the competitive labour market, pose new and so far unfamiliar problems. These problems have no analogy in the recent history of Western Europe. The striving of people to obtain professional qualifications and requalification in the presence of a labour market and of steadily rising unemployment is quite natural. The large number of adult students provides evidence of this. The uncertainty of structural reform in the economy makes it difficult for people to decide what specifically to study. The gap between the character and type of professional training and future needs in the workforce with a specific professional and qualification structure is becoming ever wider.

These conditions call for a change in research priorities. First, it is necessary to outline a new policy of adult education. The operation of market mechanisms requires a new mode of operation of the system of adult education. The state can no longer shoulder everything connected to adult education. The functions have to be redistributed between the state, the social partners and the students themselves.

The problems have been solved for the time being by the Ministry of Education, Science and Technologies and the Ministry of Labour and Social Affairs by setting up provisional research teams of trained scientific workers. Such an approach is acceptable in the transition period due to a lack of adequate funding for the maintenance of research institutes. However, it solves such problems only temporarily and exercises a negative effect by interrupting the process of training young research specialists and of conducting basic research.

Until the new structural units (chambers, a union of employers, trade unions) are established and begin their normal functioning, some temporary solutions typical for a market economy should be sought to meet the state requirements for a professional qualification level in the different forms of adult education. On the one hand, this would help change the situation in the present qualification services market and improve the quality of education and the regulation of commercial interests. On the other hand, a guaranteed quality of adult education would contribute to its convertibility on the European and world level. While taking into account past traditions, the organisation and management of the system of adult education needs to be changed.

After insisting for 42 or 43 years that illiteracy in Bulgaria had been eradicated, new surveys are needed along these lines. There are isolated cases of young men aged 18-19 who cannot serve in the army due to illiteracy. There is a high proportion of children who drop out of primary and comprehensive schools, regardless of the efforts by the state to track them down and sanction their parents. It is necessary to carry out research to determine whether there is illiteracy in Bulgaria, the number of illiterate people and whether this illiteracy is primary or secondary. The group of people with a low level of general and professional training is added to by the illiterate, who should participate in the forms of adult education to increase their adaptability to the labour market.

Diversification of the forms of adult education and an increase in the number of students involved in the transition period requires improved andragogic training. In reality, the current situation does not meet this requirement. The growing autonomy of higher schools circumvents the solution of this important problem.

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Croatia

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General Societal Situation and Changes

Between the beginning of the 1980s and 1990 the social crisis in Croatia deepened. The authorities were no longer in a position to stop social and economic regression, let alone to change the prevailing trends. An illusion of a »status quo« was being upheld, although the society was falling into an increasingly profound political, economic, moral and cultural crisis.

Since 1990 considerable and rapid social changes have occurred in Croatia. The hitherto-existing social order started to break up, democratic parliamentary elections were held and the Yugoslav Army started its aggression in Croatia; in Krajina, on Croatian soil, the rebellion of the Serbs began. The independence of Slovenia and Croatia was proclaimed, a state of war arose, and before long Yugoslavia became an ex-state. In Croatia forces have been oriented towards the defence of the country, developing the new social system and providing for hundreds of thousands of refugees and displaced persons from the occupied or threatened parts of Croatia or from the neighbouring state of Bosnia and Herzegovina.

Croatia belongs to the group of countries in transition, but the transitional processes of establishing a multi-party system, parliamentary democracy, privatisation of enterprises and of ownership and market relations are going on under conditions of war (with loss of life and material resources), of destroyed cities and villages, and of disrupted communications.

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The Situation of Adult Education

The development of adult education in Croatia has proceeded within the framework of general social change. The early development of adult education in the 19th and at the beginning of the 20th century was marked by influences and developments in Austro-Hungary and Central Europe, as Croatia was situated within this multinational monarchy. In the formation of people's universities influences from other countries, for instance from university extensions in Great Britain or people's high schools in Denmark, were both direct and indirect, following the models of such institutions established in Austria, Hungary, Czechoslovakia and Germany. In 1918 Croatia passed into the unified Kingdom of Yugoslavia. Despite centralistic policies (which also applied to education) Croatia nevertheless managed to develop institutes for adult education with specific features and characteristics, indicating that even in such conditions adult education could not be unified, conducted at a general average level or made to suit a host of different purposes. Examples of this were activities such as: Klub ABC (the ABC Club), courses for those unable to read or write; Seljačko sveučilište (People's High School for Farmers); Zdravstveno prosvjećivanje (Medical Enlightenment); and Škole narodnog zdravlja (Schools for People's Health). All made considerable contributions towards adult education practice and supplemented adult education theory.

After the Second World War Croatia became one of the six republics of the Socialist Federal Republic of Yugoslavia. In the period up to 1990 adult education in Yugoslavia, and thus also in Croatia, developed outside the official system of education, in view of the fact that, in Yugoslavia, the education system was understood as referring only to the school system. During the 1940s and at the beginning of the 1950s, the entire country came under the strong influence of the Soviet regime. Adult education did not escape this. The political-ideological education dominated, with political lectures and courses and basic political schools. Campaigns against illiteracy were also typical; these included analphabetic courses. There were formal general and technical short courses in evening schools. When Titoist forces started to resist Stalinism and the authoritarian rule of the regime became less severe, and when the Soviet model was being abandoned (although democracy was yet to begin), the establishment of contacts with Western countries signalled a re-orientation in adult education. A contribution in this direction was signified by the first visits of Croatian experts to other countries, as well as the work of foreign adult education literature, etc. From the mid-1950s to the end of the 1960s, there was a considerable development of adult education in Croatia, not just formal but also non-formal, which stood at a European level in terms of achievement. This was due to the influence of political, economic and cultural contacts with countries with a democratic social order and market orientation, the free circulation of people (employment and travel abroad), ideas and materials, as well as the concept of self-management, which subsequently turned out to be a great illusion, a piece of sly manipulation which had little effect. During this period a network of people's universities and newly-founded workers' universities spread. In larger firms, particularly export-oriented ones (electrical industry, shipbuilding, chemicals), the education of workers was organised. The American TWI system was being applied, as well as various courses and workshops of technical and general education for self-management and ideological-political purposes. Part-time education was being organised, as was continuing education, extracurricular education and study, and specialisation. Specialised higher education institutions and commercial and business schools (colleges) for the education of adults were also in operation. The »Birotehnika« correspondence school in Zagreb was developing forms of correspondence education and courses in technical and general education and training for hobby activities; by the end of this period it was already a medium-developed institution with approximately 10,000 participants per year. The basic exponents of political education were party and trade-union schools. The centre of adult education activities was the Association of People's Universities in Croatia, which worked to foster the practice of adult education and the development of adult education theory. The Association of People's Universities brought out a specialist journal entitled *Andragogija* (Andragogy), the only periodical of its kind in the former Yugoslavia. It also started the collection *Obrazovanje odraslih* (Education of Adults), which published fifty titles (in Croatian). Likewise it opened the »School for Adult Educators« (for the training and further education of teachers and adult education organisers), which was attended by 12,476 participants and 487 lecturers between 1962-1983. This school operated as a summer school (in Poreč) and a winter school in the form of seminars, courses, conferences, colloquiums, international discussions, etc. International discussions were attended by 181 participants from numerous countries, but they were also visited by study groups from Canada, Germany, Czechoslovakia, Poland, etc. The entire range of activities was taken over by the Adult Education Centre in Zagreb, whereas the co-ordination of the work of people's and workers' universities was carried on by the corresponding association.

The Adult Education Centre also organised educational stays for groups of adult education experts abroad, as well as visits of experts from those countries to perform such work in Croatia. At the Summer School for Adult Education Experts (1988), the Adult Education Association of Croatia was founded; this association assembled professionals and scientists in the field of adult education. Relying on numerous adult education experts of various profiles as external collaborators, the Adult Education Centre also organised consultancy and research work. The development of adult education practice and theory was accompanied and stimulated by the introduction of university courses in adult education. As early as 1959 faculty courses in adult education began at the Faculty of Arts in Zagreb, within a pedagogical framework. From 1961 adult education courses were attended by students from all study groups at the Higher Technical School (College) of Pedagogy (the subsequent Faculty of Pedagogy) in Rijeka. Later on, this study became diversified, with organised research work and with teachers cooperating in all the activities mentioned.

From 1965 onwards, social and economic reforms began in Yugoslavia - and hence in Croatia. The primary intention was to introduce a market economy, to become more open to those countries with a market economy and with more independent commercial operations. This reform met with no little resistance from those social structures whose interest lay in preserving the »status quo«. Difficulties arose with the increase in unemployment and economic stagnation. It was not possible to carry out the reforms within the framework of the existing regime without considerable social and political changes. The reforms were abandoned in 1968 because of student unrest. This was also the time when the development of adult education started to slow down. This slowing-down was clearly related to the increasing social contradictions, manifested in different ways in the different Yugoslav republics. In Croatia, especially among the intelligentsia, a mass movement for increasing independence, national identity and against unitarism, centralism and Serbian dominance was developing. At the beginning of the 1970s, political repression followed, with the persecution of nationalist and liberally oriented proponents of that movement, of cultural figures and managers.

Unemployment was growing rapidly, with hundreds of thousands of people leaving their homes to work abroad. While a few years earlier the slowing-down of the development of adult education had started, there were now already signs of stagnation in adult education, even if the existing activities still continued through the inertia. Only socio-political education was strengthened (providing express ideological indoctrination), as were the correspondence courses for workers employed abroad. In the middle of the decade educational reforms were started which were soon to produce negative results; but in a clinical sense it was already in stagnation. The formal education of adults was reduced to a supplementary activity of the normal schools for young people; it was uniform and in decline. The non-formal education of adults was at a standstill, innovations were failing to take hold, the selection of courses on offer was getting smaller and the methods less effective.

The Ministry of Science and Technology and the Ministry of Education and Sport represented the only two financial sources for adult education.

In Croatia there does not yet exist a national or governmental project for the development of adult education. Legal regulations all relate exclusively to schools. In the same sense there are no research institutions dealing with adult education. In adult education there is a growing interest in the further training of teachers through short seminars, consultancy or teacher training colleges, where especially attractive techniques such as brainstorming, role-playing and workshops stand out. But the activities just mentioned are severely limited through the poor level of funds available for education and science. In Croatia there is a trend away from the lecturer's personal approach towards the increasing activity of the participants (in workshops and round tables, and in addition to the plenary work, more activities in working groups and panels). In view of the modest financial means, only those modifications in the work up to now which do not require considerable financial resources can be considered. The current economic and financial situation in Croatia is difficult both for individuals and institutions. The crisis in adult education has reached an alarming stage because of the minimal funds and resources allotted to science and education. For the sake of comparison, the following figures are presented.

Table 1: Number of institutions and participants in adult education in Croatia

Academic year	Schools	Participants
1983-84	114	18049
1987-88	82	18749
1990-91	52	11662
1991-92	41	6452
1992-93	14	5878

(From »Školske novine«, No. 29, Zagreb, 9 September 1995, p. 9)

The crisis in the practice of formal and non-formal adult education has now become conspicuous. Only interest in learning foreign languages and in mastering computer technology has grown. Research has shown that there several reasons for that.

The State of Research on Adult Education

The Present Situation Compared with the Period before 1989

It was towards the end of the 1950s that the broadening and enrichment of the practice of adult education first initiated the publishing of notable professional works, and afterwards, in the 1960s, served as groundwork for the publication of theoretical studies and research projects. Over the next decade there followed an increasing number of empirical studies and the publication of relevant results.

The topics studied here varied a great deal but included research on the learning processes of adults, their motivation for education, multi-media education, and the training of professional staff in companies. Applied research predominated, based on questionnaires, interviews and tests. During this period research work was, on the whole, already being carried out by university teachers, but in the 1980s, several Master's degrees and doctoral dissertations on adult education were defended at the universities of Zagreb and Rijeka - within the framework of the study of pedagogy. The Faculty of Arts in Zagreb introduced specialised study of adult education, while at the Faculty of Medicine this study is contained within a postgraduate course at the College of Gerontology. Students taking graduate pedagogy courses can also take different lectures courses in andragogy.

Since the beginning of the 1980s, research on adult education in Croatia has been considerably reduced. Since 1989 this situation has not improved - because of the war situation and because of the reduced levels of national income. In the forefront, for understandable reasons, there has been more extensive and intensive education in the armed forces. But in places not affected by war, the interest in learning foreign languages has not decreased. In fact, the first private foreign language schools have been opened alongside the existing schools of foreign languages, as well as private institutions for the professional education of adults. After a few years during which there was practically no re-training, there is again a growing interest in this field of professional adult education. During this entire period there has been no reduction in interest in computer science courses; younger adults still attend computer language and computer technology courses. In recent times faculties and chambers of commerce have started business schools for managers; these are organised mainly according to programmes taken from foreign countries and with the help of experts from abroad. There is renewed interest in workshops, round tables and in work in small groups and panels.

The development of adult education theory and of research in this sphere between the end of the Second World War and 1990 did not follow the same trends as those in the development of practice, even if they are interrelated.

Since 1989, research in the field of adult education has resumed. The Ministry of Science and Technology selected projects from six very different fields, from social and human to technical sciences. The Ministry of Education and Sport, on the other hand, is sponsoring research projects related to schools.

Institutes

Research on adult education in Croatia does not exist in copious quantities and is carried on by research workers at the following institutes in Rijeka and Zagreb:

- Filozofski fakultet (Faculty of Arts) in Zagreb;
- Pedagoški fakultet (Faculty of Pedagogy) in Rijeka;
- Hrvatski pedagoško-književni zbor (HPKZ, the Croatian Pedagogical-Literary Council);
- Pedagogijske znanosti (Pedagogical Sciences Institute) in Zagreb.

Research Staff

Adult education researchers have the status of project heads and are scientific councillors (full-time professors).

Research Themes

A. Priority Themes by Financial Support (see p. 177)

The priority themes enjoying the financial support of the state are:

- general (non-formal, popular) education;
- small groups;
- vocational training;
- civic education and education of adults for democracy.

These are the themes which in our opinion should be financed by the state. Once the present neither-war-nor-peace situation is over, it will be well to compensate for the deficiencies in the education of the young in this period. Groups of young people are depressed and do not possess even the minimal financial capabilities - the state should extend help. There are no educational institutions in Croatia which could finance research relating to the development of human resources and the labour market.

Besides the demanding nature of the projects for which the means are made available by the state or partners, and for the purpose of exchanging experience with other countries, we believe that it is necessary for international funds to finance research which relates to the modernisation and new forms and methods of adult education.

B. General Priority Themes (see p. 178)

We generally assume that as a priority theme in the research of adult education the state should finance one that relates to small target groups.

Adult education is still to a large extent carried on through lectures and in big groups. We believe, however, that it will be necessary to examine the efficiency of small target groups in the field of professional education and training, and in particular that the state should financially support civic education.

Themes concerned with social development and growth are entitled to priority in social (political) bodies. It is anticipated that, owing to the current situation, these themes will be predominant. The results from the same themes may prove relevant for the further study of the political system, policy and democratic development. The future development of human resources is understood to be the dominant social requirement. The greatest amount of research needs to be conducted into social needs, the possibilities of modernisation and democratic change. The basic issue in the development of adult education curricula depends on educational needs; we therefore consider this theme to be significant for researchers engaged in adult education.

C. Priority Themes by Period (see p. 179)

In the past, the priority themes in the field of adult education were related to the theory, conception and organisation of adult education, and to the system followed by the state. But now we believe that the problem of civic education and democracy is dominant in research work. In the past, the problems of education dominated the work of researchers; but under the changed living conditions they are becoming increasingly oriented towards the study of educational needs. Increased attention should be paid to non-formal adult education.

On a marginal scale other sources have also been involved and shown an interest in small target groups. But a specific problem is now emerging: the study of the quality of life and of the adequate qualifications of young people who have discontinued their schooling but not have gained employment.

TABLE 2: **Priority themes by financial support (A)**[3]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception			x	
2	System, policy				
3	Society, social development, economic growth				
4	Culture, quality of life	x			3
5	Labour market, employment		2	3	
6	Human resource development		1		
7	Formal (school) education				
8	General (non-formal, popular) education	1			
9	Vocational education	2		2	
10	Needs for AE	x			2
11	Accessibility of AE				
12	AE organisations, providers		3		
13	Modernisation, new forms/methods			1	
14	Characteristics of participants, adults as learners				
15	Target groups	x			
16	Civic education, AE and democracy	3			
17	Young adults				1
18	Education of the elderly				x
19	Comparative education			x	
20	History of AE				

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[3] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes generally (B)** [4]

THEMES		State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception						x
2	System, policy		2				
3	Society, social development, economic growth		1				
4	Culture, quality of life	x		x		3	
5	Labour market, employment						3
6	Human resource development			1			
7	Formal (school) education					1	
8	General (non-formal, popular) education					1	
9	Vocational education	2				2	2
10	Needs for AE	x		x	1		
11	Accessibility of AE				x		
12	AE organisations, providers				2		
13	Modernisation, new forms/methods			2			1
14	Characteristics of participants, adults as learners						
15	Target groups	1	x				
16	Civic education, AE and democracy	3	3	3			
17	Young adults						
18	Education of the elderly						
19	Comparative education				3		x
20	History of AE						

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[4] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 4: **Priority themes by period (turning point is 1989) (C)** [5]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception	1							
2	System, policy	3				1			
3	Society, social development, economic growth								
4	Culture, quality of life		x				3		2
5	Labour market, employment								
6	Human resource development					2			
7	Formal (school) education	x					x		
8	General (non-formal, popular) education						1		
9	Vocational education		2				2		
10	Needs for AE		x	x	1				
11	Accessibility of AE				x				2
12	AE organisations, providers	2		2	2	2			
13	Modernisation, new forms/methods			3				2	
14	Characteristics of participants, adults as learners			1					
15	Target groups		1				x	1	
16	Civic education, AE and democracy		3						
17	Young adults							3	1
18	Education of the elderly								
19	Comparative education				3				
20	History of AE								

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[5] Numbers rank the priorities, x means the priority is taken into consideration.

Research Projects

At the moment we have insight into four research projects started in 1991. All four projects are being carried out by research teams and are financially supported by the Ministry of Science and Technology. The projects were adopted after the invitation to public tender in 1990/91. They were reviewed and selected according to the reputation of the researchers, with basic attention paid to references related to the proposed theme of the project. In Croatia the number of projects entitled to financial support from the Ministry of Science and Technology is restricted according to specific criteria. In terms of subject matter, one of the four research projects is of a basic type, and the other three are applied research projects.

The project entitled »Models of adult education in the context of social and professional change« is being worked on by a team consisting of seven experts of different professional branches at the Department of Pedagogy of the Faculty of Pedagogy in Rijeka. The principal researcher is Prof Silvije Pongrac, DSc.

The aim of the research is to assess the current situation and possibilities for further development of the model of non-formal vocational adult education. The project proceeds from several scientific/professional standpoints and from the special professional orientations of the researchers. Andragogic-didactic, andragogic-communicological, industrial-psychological, sociological, economic and human research development approaches are brought to bear on the tasks of the project. The researchers have concentrated on five key issues:

- professional change in the context of social change;
- models of entering professional life and work;
- advancement at work and the education of managers;
- models of retraining;
- retraining of persons disabled in the war.

The researchers have been publishing professional and scientific papers on the research carried out. A presentation of the project was made at the ASCANE international meeting held in Palma de Mallorca in 1991. Members of the team organised an international scientific meeting called »Models of adult education in the context of social and professional change« in 1993 in Opatija, Croatia.

The second project, »Education and quality of life«, is being conducted by a team of five experts from the Department of Pedagogical Sciences at the Faculty of Arts in Zagreb. The principal research worker is Prof Nikola Pastuović, DSc. The principal objective of the study is to assess how useful the subjective measure of quality of life (satisfaction of life) is as a criterion for educational activity. The study is expected to open up fresh insights into the relation between education and quality of life as determined by sex, period of life, family status, kind of work, intelligence and basic personality characteristics. Independent variables and the dependent variables of the quality of life are conceptualised and put into operation. Metrical instruments have likewise been worked out for measuring demographic variables and scales for measuring the quality of life; tests for measuring intelligence and personality traits have also been selected. Further on, a sample of examinations was tested and data was gathered. The data was processed through bi-variant and multi-variant statistical procedures. The research carried out has been published in scientific papers. This work has also been presented at two national scientific meetings and at the Second Congress of Psychology (Budapest, 1991). Additional work on the projects is needed, but this requires the necessary and adequate financial means.

The third project, »The structuring of the constituent elements of gerontagogical theory and practice«, is being carried out by a team of researchers from the Department of Pedagogical Sciences at the Faculty of Arts in Zagreb. The chief researchers are Prof Nedeljko Kujundžić, PhD and Prof Maja Špan, PhD. After gathering the relevant scientific literature and documentation, the research team proceeded to work on methodological aids for studying the theory and practice of gerontagogy as a new inter-disciplinary science on the limits and possibilities of education of senior citizens. Practical aspects of gerontagogy have been studied experimentally. In this connection, within the framework of the University of the Third Age, which is part of the work of the research team of the present project, theoretically generalised experience has been examined. This was carried out at open seminars attended by elderly people interested in foreign languages, health and active recreational activities. This project brings together theoretical and empirical research with an active role for research workers in the formation, organisation and following-up of the first institute for the education of people in the third period of life to be founded in Croatia. The researchers have published several papers and materials on their research. It will be necessary to work out further evaluations of the education of elderly people so that it will be possible to build an overall system of this type of education in Croatia. Further work on this project requires funds, but it is difficult to expect this in a country afflicted by war. The researchers are ready to design models for similar institutions in other regions of Croatia, which would be of particular significance for areas with a considerable elderly presence, as well as for the establishment of international gerontological centres for tourists on the Adriatic coast.

The fourth project, »A comparative analysis of the Croatian and European (world) school systems«, is going on within the Croatian Pedagogical-Literary Council in Zagreb and is financed by the Ministry of Science. The research is being carried out by Stanko Antić, PhD and his 14-member team. The project consists of two parts. The first part deals with the broader context of education worldwide (perspectives of European development), while the second part contains a cross-section of the elements of school systems common in Europe and in a few countries outside Europe. (Synthetic Models of European School Systems). The research is in part concerned with problems of adult education as well.

All four research projects deserve attention. The support currently received, however, is insufficient for the publishing of all the field reports, as well as for the purposes of expansion. At the present moment, when neither the university nor the ministry have sufficient funds at their disposal, it is not possible to expect a greater level of support. Neither is it possible to hope for support from other institutions, firms or private donors. At the same time it is necessary to call attention to the needs for other kinds of research in the field of adult education, while specially trained research workers exist whose results might well turn out to be significant for social reconstruction.

We maintain that with minimal funds from international bodies and organisations it would be possible to keep the present research projects going and to start new ones. In addition to the work on the projects outlined above, researchers are working on the following adult education topics:

- models of written communication and the promotion of further professional adult education (within the project, »Models of Adult Education within the Framework of Social and Professional Change«);
- further training of teachers;
- tutorial work in adult education;
- forming of skills and the problems of using simulators;
- lifelong adult education.

All these themes are being studied at the moment, except for the theme entitled »Further training of teachers«, which has been completed.

Organisation of Research

All the studies from the field of adult education are of an applied character; they include several stages, extend over several years and are officially registered as leading to a PhD. In all four of them there is a prevalence of a combination of the quantitative and qualitative, as well as of the causal scientific method.

In the field of adult education three books have been published since 1990: »Innovation in Adult Education« (1,000 copies) by Dr Silvije

Pongrac; »To Be a Teacher« (1,000 copies) by Dr Vladimir Struger; and »The Third Period of Life« (500 copies) by Dr Maja Špan.

The principal languages of these publications is Croatian, but abstracts and references appear mostly in English.

The Ministry of Science and Technology has a record of three professional meetings related to adult education held in 1993 and 1994. These are:

- The international scientific colloquium »Models of adult education within the framework of social and professional change«;
- The international symposium »Family, school, and society«;
- The international scientific meeting on school systems throughout the world.

Professional literature from the field of adult education is kept in the National and University Library (Zagreb) and in the libraries of particular faculties. There are no specialised professional libraries in Croatia for this discipline. The number of books from this field written in a foreign language and available here is small.

Croatia has a specialised periodical journal on adult education; since 1991 it has been issued under the title *Theleme*, but went under a different names before that: *Narodno sveučilište* (People's University, 1955-1958); *Obrazovanje odraslih* (Adult Education, 1959-1968); *Andragogija* (Andragogy, 1969-1990; since 1991 as *Theleme*).

Contributions from the adult education field are also published in the pedagogical journal *Napredak* (Progress).

European Activities

Croatia is not included in the PHARE programme; therefore all the contacts and programmes related to the European Union are not on the whole accessible to research workers in general and not just to researchers in adult education (as in TEMPUS, etc.). The conditions for adult education are not really favourable despite the existence of considerable educational needs. In addition to the needs felt in other countries, notably in countries passing through the period of transition, Croatia is also faced with specific educational needs.

Croatian researchers seldom participate in conferences outside the country. An exception is Slovenia, where Croatia cooperates with the Slovene Adult Education Centre in Ljubljana, the Faculty of Arts in Ljubljana, the Faculty of Organisational Sciences in Kranj, and the University of Maribor.

Croatian researchers are learning foreign languages on their own private initiative and through privately available funds.

Conclusions and Developmental Trends

When comparing adult education prior to 1989 with the current situation we are faced with a question as to how and what to develop. It is above all necessary to have a professional basis for the development of a new concept of adult education in keeping with the social changes in the country and with adult education throughout the world, notably in European countries.

Priority will be given to programmes of education for peace, the coexistence of various nationalities, tolerance among people, democratic relations and open economic cooperation, and employment. For instance, it is urgently necessary to educate war invalids to carry on their lives in society, as well as to offer them various retraining programmes, something which has only just begun. There exists a need to educate displaced persons and refugees now in exile, as well to educate them and prepare them for their return home (re-adaptation) to their places of origin. Living here will be different from what it used to be and general reconstruction will be required. As after any major migration it may be expected that a proportion of these people will be determined to remain where they live at this moment. One can already notice adaptation problems with these people, as the living conditions are difficult. Educational programmes of adaptation are particularly needed by some specific segments of this population: people from non-urban regions, newcomers with a low education level and elderly people, for example. It is urgently necessary to work on adult education programmes for specific target groups of the population.

Priority should be given to non-formal adult education because of the flexibility of such education, the speedier educational effects, relatively speaking, and the greater involvement of the participants with a view to obtaining new knowledge, developing the necessary skills and influencing the development and modification of attitudes. It is necessary to alter traditional orientations and the favouring of the school system of formal education, which has prevailed up to now. When one takes into account the war losses among teaching staff, the considerable levels of emigration and the brain drain related to this, as well as the insufficient training of a part of the staff as regards the use of modern technology and economic operations, non-formal professional adult education strikes one as truly urgent. Instead of waiting for the young generations, which are at the moment still at school, to undertake their social and work functions in the future, it is of strategic importance to make use of and, through education, to strengthen the potential capacities of the adult population.

In Croatia it is necessary to revitalise and transform the work of adult education institutions which operated during the previous regime, as well as before the war, and to build new ones. This refers primarily to the network of people's universities and to schools for adults, to educational facilities in companies, to employment agencies, chambers of commerce and trade unions. Support for alternative and pluralistic approaches in education is important, for instance through the establishment of private schools, the expansion of correspondence education, and so on. In accordance with the new living conditions, it will be necessary to provide training and further education for adult educators. This implies the revival of the work of the Adult Education Centre, of the summer school for adult educators, of the associations of adult educators, and of publishing activity in the sphere of adult education.

In order to remove the »development cork« it will be of great importance to establish a few model institutions for adult education. The development of such models would stimulate the reconstruction, development and broadening of other adult education institutions and centres. They should be designed, put into operation and evaluated jointly by native and foreign adult education experts.

In Croatia - and, we believe, in other countries in transition - international aid is required for purposeful investment in adult education. Alongside such help on the part of international institutions, we consider »self-assistance«, within a system of bilateral co-operation, to be a particularly well-grounded form of aid (i.e. the organised exchange of experiences between all those countries which have abandoned communism). In order to proceed further from occasional conferences of experts it would be useful to set up a body (institution) to be entrusted with the task of organising the constant exchange of adult education experience and cooperation. The functions of the international centre for countries in transition could be taken over by one of the already existing institutions which enjoys an appropriate reputation.

Czech Republic[1]

František Belohlavek[2]
Vladimir Jochman, Anna Petrková[3]

General Societal Situation and Changes

Former Czechoslovakia before 1989 had one of the most autocratic and rigid systems in the Soviet bloc. This approach by the government adversely effected the national economy and the satisfaction of citizens, but on the other hand supported many national activities. Adult education was seen as an important means of influencing people and indoctrinating Marxist ideology, which provided quite a strong reason for supporting educational activities, including research. Besides government-protected »communist education«, there were people who tried to work on non-ideological issues of adult education.

Since the 1989 revolution, the economy and society have changed very rapidly. The great majority of industry and institutions were privatised. The former communist party lost its power and influence. Generally, it is possible to say that people have hardly been able to react to the very rapid economic and social transition. Particularly for elderly people, adaptation to the changes has been quite difficult. The values of privacy and family life prevalent before the revolution have for many people been replaced by the values of material success without any moral or civic sense.

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[1] The final version of the Czech Republic report was made out of two reports from the Czech Republic, which covered in depth two different questionnaires (ESREA and SASREA). This was done by the editor.

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Below, we try to list the most important changes in Czech society:

a) **Positive**

- the number of people working for state-owned companies is decreasing because people move to privatised organisations,
- the structure of industry is continually changing,
- changes in technology (incl. management) imported from western countries influence more and more employees,
- individual responsibility for career and employment is increasing,
- differences in wages based on performance are increasing,
- employers prefer educated employees because of their flexibility,
- demand for qualified labour force is increasing,
- citizens realise that improved qualifications is a precondition for better employment,
- small businesses are experiencing a rapid boom, and owners of small firms demand further education,
- the brain drain of educated young people with language skills abroad is continuing (this phenomenon supports the need for education),
- no problems of unequal employment opportunity, little differences in development across various parts of the country.

b) **Negative**

- the splitting up of big companies into a number of smaller private companies with lower demands for education,
- the high rate of employment (about 3%) strengthens the passive approach to education and limits the dynamics of social change,
- the relatively small need of citizens for requalification,
- the free market provides no guarantee of the quality of educational activities,
- the government has not announced any industrial and cultural strategy enabling the formulation of an educational strategy,

- no major support for small and medium entrepreneurs to help with their needs of further education.

The Situation of Adult Education

The Position of Adult Education within the Education System

There is now almost no state policy on adult education. The state provides no support for educational programmes, with the exception of requalification and re-employment. Institutions providing requalification courses may ask for financial support for participants.

Administration and Legislation on Adult Education

There is no law on adult education, despite the fact that a draft law was prepared and debated several times. Since the recent employment law, organisations are obliged to provide people support in requalification. Nevertheless, companies are no longer responsible for the development and qualification of employees (as was stipulated in the former employment law). Some changes are expected as a result of the new postgraduate education law.

Organisational Structure

Before 1989, there were many educational and training institutions, including state schools, ministry training institutes and company institutes, and the Socialist Academy, providing a wide range of educational activities, some of them ideologically oriented. All these organisations were centrally directed and controlled. The ideological impact was strong in the school system, but scarcely affected language schools or company institutes, oriented mostly toward professional education. Nevertheless, the quality of instruction was mostly low. In the state school system, ideology was the most important criterion of performance. Professional education was done obviously by traditional methods by lecturers without any educational skills.

Before 1989, there was a wide range of educational institutions - state schools, ministry and company institutes, Socialist academy etc. supported by the state or by state-managed industry.

There are following types of adult education providers now:

a) state schools, esp. universities, providing doctoral (postgraduate education), third age education and various types of distance or part-time education activities,
b) labour offices with personnel recently trained in educating adults,
c) private educational companies transformed from former ministry or company institutes,
d) a variety of newly established private educational institutions (1000 - 1500),
e) other educational organisations, esp. Academy of J.A. Komenský (Comenius), providing a wide variety of educational activities (transformed from the Socialist Academy).

From 1989, all the educational institutions (with the exception of state schools) were privatised, and many new private training institutions were established. The only criterion for their success is the market. Some of them have very low standards and are mostly bankrupt. Some of them were pushed to excellence by competition. Nevertheless, it is quite difficult for customers to choose quality programmes offered every day by training institutions. Moreover, there are strong demands for some type of training - especially in western languages, management, finance and marketing. It is not so difficult for weak programmes and bad training organisations to survive if they teach these subjects. On the other hand, institutions providing less attractive programmes in ecology, civic education etc. may have difficulties.

There are some rare activities in political parties, movements (environmentalists), churches etc.

There is a lack of information about adult education activities, a lack of communication between providers, a lack of quality standards.

There is also a lack of financial support for generally important but less attractive programmes.

Infrastructure

Faculties and University Departments

- Charles University Prague
  Faculty of Arts
  Dept. of Andragogy and Personnel Management (head Prof Nakonečný)
- Palacký University Olomouc
  Faculty of Arts
  Dept. of Sociology and Andragogy
  Section of Andragogy (head Prof Jochmann)
  Centre of Distance Education (director Prof Jochmann, 1 manager, 3 staff members)
- J. A. Komenský Academy,
  Regional labour offices - 78 regional labour offices led by a director with staff of 10 - 30 people (mostly administrative),
- Private agencies.

Financing of Adult Education

State support for adult education activities is too limited and is oriented mostly toward requalification activities in various types of institutions. Educational institutions present their projects to an inter-Ministry committee at the Ministry of Social Affairs, and the committee recommends selected programmes to the minister of social affairs, who then allocates state financial support to selected programmes. A representative survey of educational needs is needed. The support is obviously restricted to only one year. Members of the committee are mostly state officials, not employers, professional bodies etc. Some activities are supported by grants (Grant Agency of the Czech Republic, Postgraduate Education Development Grant).

There is a limited number of programmes supported by international institutions - e.g. the National Training Fund financed by PHARE. Supported activities are mostly management and professional programmes.

The large majority of adult education programmes are financed by participants or their employers.

Needs for Adult Education

After research results provided by Mandíková, Čepelka and Mališ, the most urgent needs in adult education are:

- Formal:
    - to strengthen the role of the state in education,
    - to adopt legislation on adult education,
    - to create information systems on adult education,
    - to establish standards of quality for educational activities.
- General:
    - legal education,
    - environmental education,
    - economic education,
    - ethics,
    - culture,
    - civic society education,
    - interpersonal communication,
    - language skills.
- Professional:
    - financial management,
    - marketing,

- transcultural management,
- self-management (managerial skills),
- human resource management and development,
- international business,
- organisational culture,
- information science and technology,
- general economy.

Modernisation of Adult Education

Influenced by many western educational institutions and foreign experience, new forms of education have been introduced to replace or alongside traditional forms:

- distance education,
- open learning,
- on-the-job training,
- customised programmes and new methods to replace traditional formal lectures,
- discussion,
- case studies, teaching games,
- role playing etc.

The State of Research on Adult Education

Institutions

Adult education research is carried out at the two oldest universities: Charles University in Prague (Dept. of Andragogy and Personnel Management) and Palacký University in Olomouc (Dept. of Sociology & Andragogy and Centre of Distance Education).

There is no evidence for adult education research at technical universities and the numerous universities established since 1989. There are some individual research activities (esp. in the field of further education of teachers) at nine pedagogical faculties.

Under the Czech taxation system, individual subjects have no possibilities to assign research projects. In the Czech Republic, there is only one non-university institution dealing with adult education research: »Ustav pro vzdelavani dospelych pri Akademii J.A. Komenskeho« (Institution for the Education of Adults at the J. A. Komenský Academy). There is an effort to coordinate adult education research activities on the part of the Academy of J. A. Komenský. According to the specialists, this institution could become a possible intermediary between university-based research and local authorities or public institutions.

There is no systematic information about individual research activities. PHARE initiated and supported the research projects »Policy and Programme of Adult Education« completed in 1994.

Research Themes

Prague University (Prof Hartl) is involved in the European Project »European Education in 1995«, which is still continuing and covers the following topics:

- educational needs of adults,
- educational institutions and services,
- adult education strategy,

Olomouc University research covers the following topics:

- distance education (Prof Jochmann, Prof Bočková),
- environmental education (Prof Hubík).

In the two universities - Prague and Olomouc - about 30 individuals work on their own research topics as part of doctoral (PhD) studies of andragogy.

PHARE research (Dr Mandíková, Dr Čepelka, Dr Mališ) »Policy and Programmes of Adult Education« covering:

- the system of adult education,
- adult education needs,
- regional development of adult education,
- policy of adult education,
- quality of adult education activities (theme 2).

It is difficult to talk of priorities in such a narrow range of research activities. Moreover there is a lack of evidence of individual research activities.

Present Priorities Classified by Financial Support

There is almost no state support for research activities in adult education. There was a limited amount of money available from the University Development Fund provided by the Ministry of Education, but the money was mostly used for developmental projects in last 5 years, e.g. for distance education. This financial support was halted in 1994.

Neither labour offices nor trade unions provide any financial support for research activities, despite the fact that these institutions organise many training programmes for adults.

The most important sources of money for research activities in adult education are international bodies (PHARE) or foreign institutions (Centre Nationale de Education Distante in France). As mentioned above, PHARE prioritised themes of system, policy, strategy and needs of adult education (themes 1, 2, 5, 10, 12, 14), while CNED supported research in distance education (theme 13).

Financial priorities:

- system and policy,
- distance education.

Present Priorities Generally

Research priorities are:

- system and policy,

- distance education.

Proportion of Research (Basic and Applied) and Developmental Projects (Themes)

Compared to the fairly scarce research activities, there are many widespread adult education developmental projects. AIVD (Association of Institutions Providing Adult Education) is beginning to collect information about particular activities, but complete data is still missing. We would guess that the proportion is 1 (research projects) to 29 (developmental projects). Developmental projects are mostly aimed at:

- vocational education (esp. marketing, management, accounting, sales),
- labour market, employment,
- formal school education,
- modernisation,
- distance education.

With the exception of distance education, these are topics quite different from and much more specialised than topics covered by research.

Priorities by Period

State priorities before 1989:

- system of adult education,
- education of adult educators,
- impact of adult education on personality development.

There has been no state-sponsored research and no priorities in adult education since 1989. With the exception of operational surveys concerning very specific topics, no research was done by trade unions or any social partner before 1989. There has been no research in adult education since 1989. There were no research activities supported by international institutions before 1989 in adult education due to ideological differences. Since 1989, PHARE has supported the above mentioned research project.

Research priorities are decided mostly for one year at a time by: University Development Fund, Ministry of Education, Ministry of Social Affairs, Grant Agency of Czech Republic, with limited amounts of money. In 1994, there was financial support for research in distance learning from the University Development Fund, but there is no more support for adult education research activities.

Developmental projects will be financed from the National Training Fund supported by PHARE.

Research Staff

There are no permanent research teams. Research teams are organised on an ad hoc basis. Adult education research at Prague University is led by Professor Hartl, at Olomouc University by Prof Jochmann and Prof Bočková (distance education) and Prof Hubík (legislation environment of adult education, terminology), and at the Academy of J. A. Komenský by Prof Charouzek.

A research team comprising Drs. Mandíková, Čepelka and Mališ was established from private persons and stopped working after completing research for PHARE.

Funding

National resources for adult education are irregular, rare and non-systematic. National resources for the whole area of education are generally limited. There are no special resources for adult education. An overall plan has not been developed yet in this field. Some partial and limited funds are provided by the applied research budget of the Ministry of Education (about 200,000 KC a year). This money is earmarked for solving relevant adult education problems. Other funding is available in the form of grants for dynamic development of higher education, but adult education is somewhat removed from the objectives of such grants.

There are no regional resources supporting adult education research. The present economic situation does not allow local authorities to get involved in this field. European sources of funding are very limited. The only available source is the Tempus Programme, where the funds are allocated at random, usually outside adult education, since projects based on economics are at present heavily favoured. Adult education requirements are being solved as a subsystem within the Phare Project, which means transformation of the job market, usually labelled as further professional training (about 600,000 ECU has been budgeted for this project).

Resources consist of

- Limited state resources: Grant Agency of the Czech Republic, University Development Fund, Ministry of Education, Ministry of Social Research. There is no state funding for adult education research this year.
- International organisations:
  - PHARE (supporting National Training Fund),
  - ESREA (supporting participation in ESREA seminars).

Since the Grant Agency generally deals with funding for science and research and the applied research of the other two agencies involves the development of education, especially in schools, adult education is not sufficiently supported by existing mechanisms.

There is no systematic organisation of funding with the exception of grants. Decisions on grant allocation are taken by expert bodies (grant committees). The newly established National Training Fund should allocate funding mostly for developmental projects, not for research.

The mechanisms covering the allocation of national funds are still being developed. There are no objective criteria for the allocation of funding. The ratio depends more on intuitive estimation by the authorities than on following some reliable figures. The same situation can be found in the system for controlling the allocated budget.

The allocation of public funds for research is generally influenced by the economic situation and by financial limits on education.

Organisation of Research

Research activities were organised before 1989 by state authorities. This system was destroyed along with the rest of the totalitarian system. There is still no organised activity of adult education research since 1989.

In addition to the educational sphere, we can consider the Ministry of Labour and Social Affairs and the Ministry of Economics. Given the lack of overall planning in adult education, there is obviously no systematic cooperation between these ministries.

There is no proper publication body for presenting the experience and results of adult education research. As for national channels, it is possible to publish results in the professional periodicals »Pedagogika« and »Pedagogika orientace«, which deal with general educational matters. The results of research are published in an occasional journal of the »Asociace instituci pro vzdelavani dospělych« (Association of institutions for the education of adults). International channels are used on an ad hoc basis depending on the individual contacts researchers might have. In addition to journals, international conferences are other important channels for exchanging research results or professional books, either in English or German, although books in the Czech language still account for the majority of books published.

As for methodology in educational research generally, the border between quantitative and qualitative methods is not strictly set. In adult education, both types of research method are applied according to the nature of explored phenomena, while large-scale approaches prevail over small-scale approaches.

Both the Academy of J. A. Komenský and the AIVD are trying to establish at least some basis for information exchange and communication for researchers and providers of adult education.

Continuing Professional Development

These days, the old system of postgraduate training is being changed. The Soviet model (CSc) is being replaced by the third stage of higher studies (PhD). This type of study is being introduced at universities which obtained a licence from the Ministry of Education. In adult education, these are Charles University in Prague and Palacký University in Olomouc.

There are no special conditions arranged for the researchers. Remuneration depends solely on the financial possibilities of particular institutions, which are limited. Some funding can be obtained from allocated grants. Professional development is supported by providing study abroad (which is restricted by the limited budgets of employers) or by providing foreign professional materials (where researchers are limited by insufficient language skills).

There is no special professional organisation dealing with adult education in the Czech Republic. Recently, the »Česka asociace pedagogickeho vyzkumu« (Czech Association of Pedagogical Research) has been established, but adult education has not yet been taken into account. Another organisation which could partly meet the demands of researchers is the »Česka společnost pro vzdelavani dospělych« (Czech Society for the Education of Adults).

There are no regular meetings of researchers on adult education. A conference on pedagogical research was held in June 1993, but it was generally focused on the transformation of Czech schools. In adult education, it is meetings of adult education departments which solve the questions of research: the conception of external doctorate studies (PhD) in andragogy (November 1992) and a theoretical seminar on various approaches to andragogy (May 1993). These meetings were attended by Slovak representatives from the Faculty of Arts in Bratislava and the Faculty of Arts in Prešov.

There are no special funds for participation in conferences, seminars and workshops. Only the general maintenance budgets for particular faculties or grants (if they were allocated) can be used for such events.

No special bibliographical resources have been assembled in recent decades and there are no funds available to do it now. Researchers can use the bibliographical resources of the state scientific libraries in Prague, Brno and Olomouc, where adult education books can be found in the general education collection. Some bibliographical resources can be found in the department of the Sociological institute of the Academy of Science, formerly the Leisure Time Centre).

There is no special journal concentrating on adult education matters in the Czech Republic. The following international journals and periodicals are available: Adult Education, Adult Education Quarterly, Adults Learning, Berufsbildung, Bildung und Erzichung, BIS Currenti index Journal in Education, Current, Erhienhung und Wiessencshaft, Harvard Educational Review, Higher Education, International Review of Education, Kwartalnik Pedagogiczny, Life and Education in Finland, Oswiata doroslych, Paedagogik, Perspectives.

International Co-operation

Individuals and institutions are linked to international institutions providing research:

- Future of Adult Education in Europe - Eurodelphi 95 - Prof Hartl,
- ESREA - this project - Prof Jochmann, Prof Petrková, Prof Hubík, Dr Belohlavek (Olomouc),
- UNESCO Institute of Education - Prof Hubík (The expanding Legislation Environment of Adult Education and Training) - completed in 1994 (Olomouc),
- EAEA - Adult Education Terminology - Prof Hubík (Olomouc),
- CNED (France) - Distance Education - Prof Jochmann (Olomouc),
- PHARE -AFPA (Association nationale pour la formation professionelle des adultes) - Dr Mandíková, Dr Čepelka, Dr Mališ.

International co-operation organised within European Community programmes only covers the adult education area marginally. The manner of negotiating and allocating funding (incl. Tempus) are dilatory and not very effective. None of the submitted adult education projects has yet been accepted in this programme.

As for the co-operation with CNED, study exchanges are organised with the aim of developing the concept of distance education in the Czech Republic. The French partners pay for the activities of French specialists and for visits by Czech participants to France. Travel expenses are covered from grants obtained in the Czech Republic.

Learning foreign languages depends solely on individuals. Older teachers with a basic knowledge of German, English or French are generally less enthusiastic about learning languages. Younger teachers learning English are being encouraged by the opportunity of studying abroad.

Conclusions and Developmental Trends

The recent situation of adult education in the Czech Republic is not satisfactory. The main defects lie in

- the inadequate role of the state in adult education developmental and research programmes,
- the fairly limited interest of professional bodies, trade unions and other partners,
- the lack of an information system about activities and institutions,
- the lack of co-operation between adult education provider organisations,
- the lack of quality standards for adult education activities, deficits in projects, missing educational needs analyses, controlling mechanisms etc.

On the other hand, some strengths should be mentioned

- long tradition of education in the country,
- good professional skills of population,
- people have an obviously strong need for personal development,
- positive individual attitudes to continuing education,

- increasing number of educational institutions.

The main objectives of adult education in the transition period should be:

a) adaptation of people and institutions to the needs of the economic and social transition in the short term,

b) strengthening of the general educational level of the population and its effect on changing attitudes to continuing self-education (the learning society).

These general objectives should be realised by:

1. developing legislation on adult education,
2. creating an institutional base for state funding of adult education,
3. creating effective infrastructure, providing technical support for adult education providers and users (information system, research, needs analysis),
4. stimulation of adult educators towards continuous quality improvement,
5. encouragement of users of adult education activities to anticipate educational needs,
6. a public relations campaign aimed at influencing attitudes of the public towards further education and self-education, creating a positive social climate and strengthening the value of education.

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Estonia[1]

Talvi Märja[2]

Introduction

Estonia is the smallest of the Baltic states. It is currently involved in rebuilding its civil society after 50 years of Soviet occupation. Adult education is accepted as being a key instrument for ensuring that the transition period is as short as possible. Radical changes in the political and economic situation of independent Estonia have led to a great demand for more qualified and highly motivated people. We are certain that one of the preconditions for a future, democratic Estonia is the professional competence of all Estonian people. It is for this reason that the role of adult education institutions has grown considerably.

On account of these changes, which are a part of the transitional process in Estonia, adult education institutions have had to undergo restructuring as far as both organisation and content are concerned. One of the most important changes is undoubtedly the rapid increase of interest and growth in the quantity of research into adult education. The results of these studies are used for the improvement of adult education policies, for adjusting the system of adult education to new needs and as a basis for training programmes. The authorities have finally realised the necessity of research into adult education. This has meant that some resources for this purpose have been available since 1995.

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[1] The present text has been put together by the editor who had used various parts from this report and several other papers from the same author respectfully.

[2] PhD, Prof. Chair of Andragogy, Tallinn Pedagogical University, MP, President of Association of Estonian Adult Educations' Andras', Tallinn, Estonia.

The following short study illustrates the situation in the field of research into adult education in Estonia. It analyses the organisation, funding, professional development and trends of research on adult education during the last years of the Soviet period, as well as during the period of transformation.

General Societal Situation and Changes

The main differences in comparison with 1989 are: the re-establishment of the independent Republic of Estonia (Autumn 1991); the first democratic elections for Parliament (1992); the new constitution; the re-establishment of diplomatic relations with a number of countries (over 30) all over the world; democratic elections for local authorities (1993); the privatisation of property; an increase in investment; Estonia as a member of the European Community (1993); joining the NATO Partnership for Peace project (1994); and the second set of elections for Parliament in 1995.

The Situation of Adult Education [3]

The Present Situation Compared with the Period Before 1989

The year of 1988 proved to be revolutionary in terms of adult education. The »singing revolution« in Estonia heralded the collapse of the totalitarian empire of the Soviet Union. Changing times required changes in every sphere of life, including that of adult education. A sudden interest in and need for foreign languages arose, wide-ranging training programmes and courses in business, law, communications, marketing, publicity, banking and other fields of economy became popular. For the first time, special attention was paid to in-service training for civil servants and local government employees.

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[3] This section of the report is a shortened version of the paper published in the Adult Education and Development journal, 1992, 39, 205-217, with some additional corrections from other parts of author's report.

In 1989 the former state-financed courses for soviet employees (established in 1944) were reorganised into the Personnel Training Centre of the State Chancellery which now provides these courses.

In 1988 and 1989, international cooperation within the field of adult education commenced:

- an opportunity presented itself to many people for self-improvement in other countries;
- a great number of courses in Estonia were organised by foreign lecturers;
- cooperation in modernising vocational training in several fields of economy began (with the assistance of Finnish and German experts);
- joint projects for training adult educators and organisers of adult training centres and secondary schools have been put into effect;
- Estonian names started to appear in the lists of participants and speakers at the international conferences and seminars on adult education in Europe, especially in Nordic countries.

In 1990, as a result of innovative processes in the Ministry of Education, the department of Adult Education was founded. The branches (sectors) of adult education (general, vocational and peoples' education) are all represented by this department.

In 1991 the Association of Estonian Adult Educators, »Andras«, was established. The main goals of the Association are as follows:

- to integrate the activities within the field of adult education in Estonia;
- to preserve the professional standards of adult educators;
- to gather and share information;
- to train trainers (adult educators);

- to co-operate with the European adult education institutions (EBAE, ESREA)

In 1991, degree courses in Andragogy were started at Tallinn Pedagogical University.

In 1992, following the experiences of the rest of the world, the first steps were made to form a network of educational institutions for adults in Estonia. These will develop according to the needs of the state, municipalities, organisations and individuals. Part of this operation involved the initiation of the process of re-establishing the system of Secondary Schools. Through a joint Swedish-Estonian project, the training of teachers and organisers from different regions of Estonia started earlier this year.

In 1992, one more important process in adult education was introduced. The Law (Act) on Adult Education was put forward for discussion in the Supreme Council of the Estonian Republic. In the same year, the Society for Voluntary (Popular) Adult Education Teachers was founded. The role of adult education institutions is expected to grow considerably. At present, the total number of the various kinds of establishments involved in adult education in Estonia reaches 600. This means that a law regulating the activities of these institutions, defining their rights and obligations as well as the rights of the adult population as far as education is concerned, is very much needed.

The Position of Adult Education within the Education System

Today the role of adult education is growing at an extremely rapid pace, but it is still not given sufficient consideration by the state. For example, there is no governmental support for the establishment of the adult education system in Estonia, or for cooperation with the National Programme of Adult Education. However, a group of adult educators and researchers (enthusiasts) will soon complete the first draft of the **Programme**.

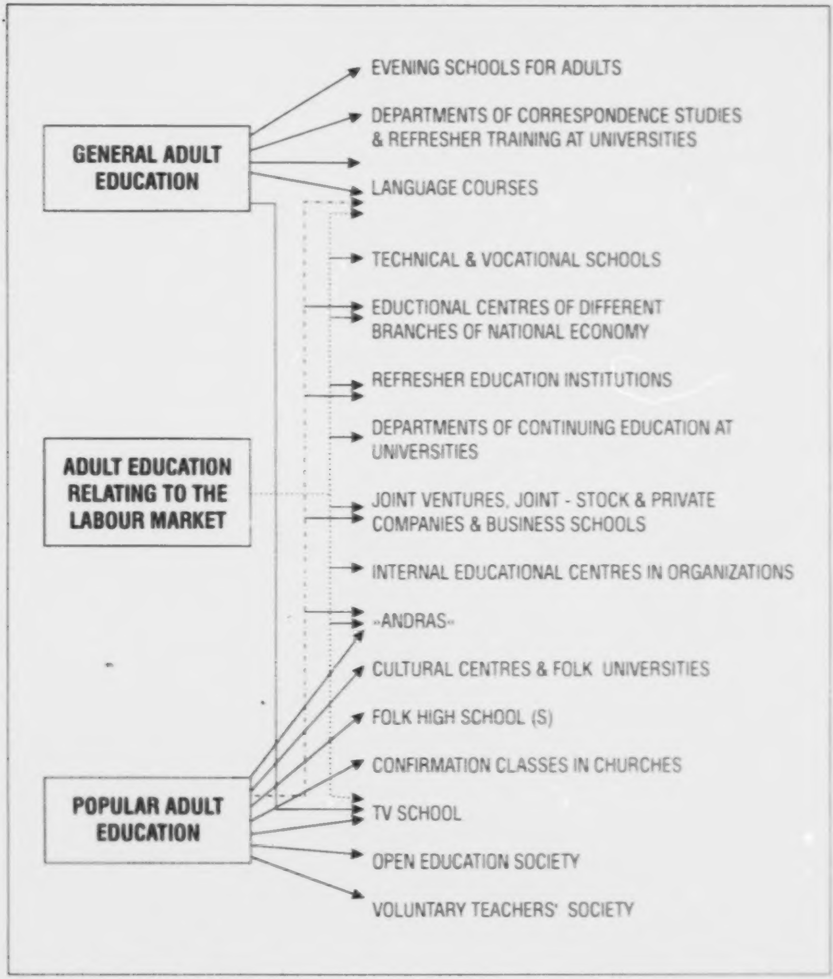
Administration and Legislation on Adult Education

In November 1993 the Adult Education Act was accepted by Parliament. Three areas of adult education are regulated by this Act: general adult education, labour market oriented adult education and popular adult education. From the 1st of January 1995, some resources will be available for supporting the in-service training of public administrators (civil servants) and for popular adult education.

Organisational Structure

It is not possible to speak of an adult education system in Estonia, since it is fragmented and there is a lack of cooperation among many of the states (governmental) and among public, private and voluntary institutions. The structure of adult education is in a formative phase. The present stage of development and levels of regulation can be illustrated by the following figures:

FIGURE 1: The Structure of Adult Education in Estonia


GENERAL ADULT EDUCATION
ADULT EDUCATION RELATING TO THE LABOUR MARKET
POPULAR ADULT EDUCATION
EVENING SCHOOLS FOR ADULTS
DEPARTMENTS OF CORRESPONDENCE STUDIES & REFRESHER TRAINING AT UNIVERSITIES
LANGUAGE COURSES
TECHNICAL & VOCATIONAL SCHOOLS
EDUCTIONAL CENTRES OF DIFFERENT BRANCHES OF NATIONAL ECONOMY
REFRESHER EDUCATION INSTITUTIONS
DEPARTMENTS OF CONTINUING EDUCATION AT UNIVERSITIES
JOINT VENTURES, JOINT - STOCK & PRIVATE COMPANIES & BUSINESS SCHOOLS
INTERNAL EDUCATIONAL CENTRES IN ORGANIZATIONS
»ANDRAS«
CULTURAL CENTRES & FOLK UNIVERSITIES
FOLK HIGH SCHOOL (S)
CONFIRMATION CLASSES IN CHURCHES
TV SCHOOL
OPEN EDUCATION SOCIETY
VOLUNTARY TEACHERS' SOCIETY

The range of programmes and services offered by these many providers deals with the educational needs of adults as workers, employees, managers and individuals. However, there is no over-all plan, either short or long-term, which exists at a local, regional or national level. This does not allow for flexibility, nor for a quick response to changing needs.

Infrastructure

The infrastructure is developing slowly but surely. We are working very hard to train staff (especially the member organisations of Andras). In 1993 we organised several conferences and seminars for adult educators which will also take place in 1994.

Financing of Adult Education

There is still no financing from the state. (In the Ministry of Culture and Education, there is only one person who is currently dealing with adult education)[4] . We have the cooperation of the DVV of Germany which provides us with some of the necessary resources.

Needs for Adult Education

The need for adult education is growing day by day. This is especially true of unemployed people, but it is also relevant for those in employment who wish to protect their jobs.

Modernisation of Adult Education

We are continuously working on new methods and forms of providing adult education. Tallinn is involved in the **Educational Cities** project (part of which concerns adult education).

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[4] The data illustrates the situation in 1993. In the light of more recent information, the current situation is considerably improved.

The State of Research on Adult Education[5]

Organisational Infrastructure

Sources and Channels of Funding

Until 1991 the distribution of national sources of funding was the responsibility of the Commission of Educational Research at the Ministry of Education. It distributed money for research work to the universities as well as to special research projects in the field of education which were supervised by outstanding scientists. The relevance of each project for the development of educational policy, research and practice in Estonia was decided upon exclusively by the Commission.

After the Adult Education Act was approved, it entered into force on 1st of January 1995, the organisation and financing of research into adult education was listed as one of the responsibilities of the government. Consequently, money from the state budget has been allocated to different research projects.

As a result of Estonia's ties with the Nordic countries, regional sources of funding have been forthcoming from a number of Scandinavian countries. These include the Estonian Fund in Finland, SIDA in Sweden and the Democratic Fund in Denmark. The Nordic Council of Ministers has approved grants for the Baltic states, Estonia included, from different Nordic countries. This includes co-operation between universities in the different countries. Until now, all funds allocated through channels such as these have gone into the funding of the development of the practice of adult education in Estonia. From 1994, funds for the support of research activities were added to this. Four scholars have enjoyed the opportunity to stay at the Nordic Folk Academy in Sweden for a period of eight weeks in order to carry out their various research projects.

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[5] This section of the report was compiled by the ESREA questionnaire

In July 1993 a joint project in the field of educational leadership was established. It was expected that contributions would be made by the universities of six countries (Norway, Sweden, Finland, Estonia, Latvia and Lithuania). The main elements of the proposed project were as follows:

a) Qualifying seminars for doctoral/research students in Norway in 1994 and 1995;
b) A number of university-researcher seminars to take place during the next two years (for example, between 4 and 6 per year);
c) A number of research based educational (including adult education) leadership evaluations in each of the Baltic states. It is preferable that these projects should be related to the empirical part of the doctoral students' projects, and be represented in in-service training programmes.

Other sources of funding from European countries have included significant support provided by the Beatrice Webb Trust in the United Kingdom (1991 - 1993). This private trust funded five scholars from Estonia who were each able to visit the Centre for Research on Adult Education at the University of Nottingham for a five-week period. The European Network for Improving Research and Development in Educational Management (ENIRDEM) included Estonia in the list of participants in this project. In 1993 the comparative Euro-Delphi study of 16 European countries, entitled »Future Goals and Policies of Adult Education in Europe« was established. Estonia, represented by Tallinn Pedagogical University, was able to participate in this research project which was partly funded by the European Council. It is planned that the project will continue. In a broader international context, the American voluntary organisation called »The USA to Estonia and Estonia to the USA« has funded a master's degree student to undertake studies in adult education for a full term during the year 1992 -1993, and will continue its assistance during the next academic year.

In 1993 the joint project with the German Adult Education Association (DVV) was initiated. Part of this involved research projects into adult education. Examples of these include a project for the collection of information for the National Programme in Adult Education; the elaboration of a new educational paradigm and a project on the concept of adult education itself.

The role of the Association of Estonian Adult Educators, Andras, within the field of research into the education of adults has grown from year to year. Andras was the leading initiator of discussions with the Ministry of Culture and Education for the allocation of funds for research purposes, and it heads the research project on the educational needs of adults. Andras is also the principal partner in the joint project with the DVV, and the organiser of research projects. Andras co-ordinates all research projects funded through the state budget.

Mechanisms for Allocation and Assessment

All researchers who secure funding from the National Research Council must first submit a research plan and subsequently provide a report on the way in which this plan was carried out. All research workers, as well as postgraduate or post-doctoral students, who have studied abroad, must report either to their universities or to the Ministry of Education and Culture. Results of research projects carried out by different adult education institutions, particularly universities, have been discussed and evaluated at workshops and seminars; works for diplomas, master's and doctoral dissertations have been defended in the appropriate commissions and the most valuable results have been published in Haridus (literally education) which is the only educational journal in Estonia.

Citation analysis is applied in the university sector, but not in other institutions as yet.

Quality control for research projects, funded through the state budget, has been delegated by the Ministry of Culture and Education to the Estonian Association of Adult Educators known as Andras.

Fundamental and Applied Research

Until 1993, no fundamental research on the education of adults was undertaken and financed by the state. The first research project related to the theoretical framework and concept, as well as to the goals, policy and practice of adult education in Estonia was the comparative Euro-Delphi study. This began in 1993. An empirical study of the educational needs of the adult population in Estonia was funded by the Ministry of Culture and Education in the same year. The aim of the research was to develop an adequate training system for adults in Estonia.

Several research projects on the education of adults have been carried out by university teachers (academic staff) and postgraduate students, mainly through personal interest and with minimum financial support.

Forms of Cooperation in Contract Research

There has been some experience of cooperation in applied contract research with local government authorities and business concerns. The main forms of this cooperation involve research and development activities and in-service training for company personnel For example:

1. The Role of School (Education and Adult Education) in local development (contract with a local authority).
2. The Policy and Practice of the Professional Continuation of the Education of School Principals (contract with the Tallinn Board of Education).
3. Team building and Building a Team as an Andragogical Problem (contract with a management consultancy company).
4. The Supply and Demand in Adult education in the city of Tallinn (contract with the Tallinn Board of Education).

Inventarisation of Research

Until 1990, an inventory of research works existed in Moscow which applied to all the republics of the Soviet Union. It was in the interest of each state to be registered in this inventory. Since 1991, the National Research Council in Estonia has used a system for compiling inventories of research work. All of the research reports and documentation are kept by the researchers.

Internal Organisation

Institutions

Estonia has six public universities and ten private institutes of higher education. Two universities have faculties which deal with education, including the education of adults. Three of the universities have centres for the continuing of education. Four universities are involved in research into the education of adults. These are the Tallinn Pedagogical University (which is the main centre), the Tartu University, the Tallinn Technical University and The Estonian Agricultural University.

Research Locations

Research activities are located in the following institutes: the Faculty of Educational Sciences, Department of Andragogy and the Centre for Continuing Education, the Faculty of Social Sciences and the Health Centre are all situated in the Tallinn Pedagogical University; the Faculty of Education, Department of Pedagogy, and the Advanced Training Centre are in Tartu University; the Development & Research Centre are in Tallinn Technical University and the Department of Continuing Education is located in the Estonian Agricultural University.

During recent years, a number of Research and Development Institutions have included adult education as a part of larger research projects (the Institute for International and Social Research: Work and Leisure Time, Estonia 1993) and planned special projects within this field (Bureau of Statistics: The need for adult training). It proves that a need for this kind of information exists. Adult education has turned out to be the key to development.

Dominant Themes in Current Research Activities

Research Priorities

In the absence of public funding for research prior to 1993, priorities were largely determined by the interests of the various institutions (mostly universities), providers of education and by the researchers themselves. The research strategy (priorities, institutions involved, possible funding, and so on) came under discussion within the department of educational policy, the Ministry of Culture and Education with the Department of Andragogy, Tallinn Pedagogical University and Andras.

The priorities of financial support, in general and by periods are reflected in tables 1 to 3 (see p. 220-222)

There is a wide scope and variety of themes in the research which is carried out into adult education. The priorities are different according to the preferences of the state, of the researchers, and of the providers of education. The following themes are those which are most widely studied:

- andragogy, theory and concept of adult education; adult education terminology;
- adult education policy;
- the structure and system of adult education including general, vocational and popular adult education;
- the labour market and employment;
- local administration and the role of adult education;
- the need for the education of adults;
- methods of adult education, efficiency of teaching;
- characteristics of participants; adults as learners; the adult as a subject of self-development;
- civic education; adult education and democracy;
- the role of the home in education; women and education;
- functional literacy;
- re-establishing forms of adult education which existed in the first period of independence; and others.

TABLE 1: **Priority themes by financial support (A)** [6]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception			2	
2	System, policy			1	
3	Society, social development, economic growth				
4	Culture, quality of life				
5	Labour market, employment	1			
6	Human resource development				
7	Formal (school) education			3	
8	General (non-formal, popular) education			3	
9	Vocational education			3	
10	Needs for AE	3			
11	Accessibility of AE				
12	AE organisations, providers				
13	Modernisation, new forms[7]/methods		1		
14	Characteristics of participants, adults as learners				
15	Target groups				
16	Civic education, AE and democracy				
17	Young adults				
18	Education of the elderly				
19	Comparative education			x	
20	History of AE				
21	Efficiency of AE				
22	Women and Education				
23	Educational Leadership Development			x	
24	Local administration and the role of adult education	2		x	1
25	Functional (il)literacy				2

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[6] Numbers rank the priorities, x means the priority is taken into consideration.

[7] The re-establishment of forms; this was very exciting during the first period of independence.

TABLE 2: **Priority themes generally (B)** [8]

THEMES		State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception			3	1	x	
2	System, policy				2	x	x
3	Society, social development, economic growth						
4	Culture, quality of life						
5	Labour market, employment	1					
6	Human resource development						
7	Formal (school) education				3	x	
8	General (non-formal, popular) education				3	x	
9	Vocational education				3	x	
10	Needs for AE	3					
11	Accessibility of AE						
12	AE organisations, providers			1			
13	Modernisation, new forms/methods		1	2	x	1	
14	Characteristics of participants, adults as learners					2	
15	Target groups				x	x	
16	Civic education, AE and democracy				x		
17	Young adults				x		
18	Education of the elderly						
19	Comparative education					x	x
20	History of AE				x		
21	Efficiency of AE						
22	Women and Education				x	x	
23	Educational Leadership Development				x	3	
24	Local administration and the role of adult education	2					
25	Functional (il)literacy				x		x

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[8] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes by period (turning point is 1989) (C)** [9]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x	1		x		x
2	System, policy			x	2		x		3
3	Society, social development, economic growth								
4	Culture, quality of life								
5	Labour market, employment		1		x				
6	Human resource development								
7	Formal (school) education				3		x		
8	General (non-formal, popular) education				3		x		
9	Vocational education				3		x		
10	Needs for AE		3						
11	Accessibility of AE								
12	AE organisations, providers				x				
13	Modernisation, new forms/methods			1	x	1	1		
14	Characteristics of participants, adults as learners			3		2	2		
15	Target groups			x	x				
16	Civic education, AE and democracy			x	x		x		
17	Young adults				x		x		
18	Education of the elderly								
19	Comparative education						x		
20	History of AE				x				
21	Efficiency of AE			2					
22	Women and Education				x		x		
23	Educational Leadership Development				x		3		
24	Local administration and the role of adult education		2						1
25	Functional (il)literacy				x				2

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[9] Numbers rank the priorities, x means the priority is taken into consideration.

Disciplinary Basis

The disciplinary identity of research is predominantly based on andragogy, pedagogy, psychology, social psychology and sociology as well as organisational and educational sciences. There is a considerable degree of interdisciplinary collaboration.

Quantitative and Qualitative Research Methods

Quantitative and qualitative research methods are both used. In most cases of data collection, the following methods are used:

observation (including participatory observation), experimentation, empirical and theoretical research, formal and informal interviews, questionnaires and psychological, pedagogical and medical tests, etc. The most frequently used methods of data analyses have included the following: correlative and cluster analyses and factorial classification.

Publication of Research Results

The most important national channel for the publication of research during the Soviet period were dissertations (a few copies for libraries), and conference and seminar papers (after strict censorship), doctoral dissertation abstracts (primarily for libraries and specialists within the field of research, with the number of copies limited to between 200 and 300), and, in special circumstances, personal or collective monographs. Most of the research results which were published were written in Estonian and/or Russian. There were no international channels for publications until the re-establishment of the independent state. The first paper to appear in an international English language journal was published in 1992 (Ülo Vooglaid and Talvi Märja. *Andragogical Problems of Building a Democratic Society.* International Journal of Lifelong Education, Vol. 11, No. 4, October-December 1992, 321-327).

Further publications about adult education in Estonia available in English include:

- Ü. Vooglaid and T. Märja. 1992. *Adult Education in Estonia.* In: Perspectives on Adult Education and Training in Europe. /Edited by P. Jarvis/ NIACE, Billing & Sons, Ltd. Worcester. pp. 64-73.
- T. Märja. 1992. *Adult Education in Estonia.* In: Adult Education and Development. No. 39, 1992. pp. 205 - 217.
- T.Märja. *Training of Trainers. The Estonian experiment.* 1993. In a collective monograph: The Relations between the Universities and the Adult Education Movement. EAEA. Barcelona. pp. 59 - 66.
- T.Märja & Ü.Vooglaid. *Brief Overview of the History of Continuing Education*, 1994. In: European Manual of Continuing Education (EuHWB). Herman Luchterhand Verlag, Neuwied.

During recent years, considerable changes have taken place in the distribution of research results. Firstly, the number of publications in Estonian has considerably increased. Secondly, there are much better opportunities for publishing articles or conference proceedings in other languages, particularly English. Thirdly, a number of articles are published in foreign periodicals.

Continuing Professional Development

Postgraduate Training

Postgraduate studies and training in andragogy are available through Master's and PhD degree programmes at Tallinn Pedagogical University and Tartu University. These programmes are financed by the state. In cooperation with universities in different countries (Finland, Norway, Denmark, England and the USA) and with several funds and other organisations (Open Estonian Fund, Nordic Council of Ministers, the British Council and others) a number of postgraduate students have had the opportunity to undertake studies abroad. This has improved and diversified our study programmes.

In connection with the training of young researchers, we should mention that in the academic year of 1992/1993, the first group of adult educators was trained in Tallinn Pedagogical University (Centre for Continuing Education). This was a postgraduate diploma course in which special attention was paid to research into the education of adults: methodology, scientific methods, data collection and analyses etc. In each academic year subsequent to this, training has been given to groups of students with a particular interest in adult education.

From the beginning of 1995, training groups for adult educators have been financed by the state budget for the first time.

Registration of Dissertations

Dissertations are registered at the universities as well as by the Estonian Academy of Sciences. Dissertation abstracts must be sent to every library, and one copy of the dissertation itself must be sent to the Library of the Academy of Sciences. All dissertations are available for students in the libraries of the universities where the dissertation was defended.

Continuing Professional Development

Most researchers into adult education combine their research activities with their responsibilities as university teachers. Their opportunities for continuing professional development are arranged by the universities, but usually take place through personal contacts. From the beginning of the 1990s, and especially after the re-establishment of the independent Republic of Estonia in August 1991, the possibilities for professional development have significantly increased. Several countries, particularly Nordic countries, have offered assistance in training and development programmes. During this period, a number of adult educators and researchers into adult education have had the opportunity to undertake professional studies. The following are examples of these:

Five teachers from the Department of Andragogy at Tallinn Pedagogical University have studied for a five-week period at the Centre for Research on Adult Education at the University of Nottingham; teachers and postgraduate students from the same institution have been given the opportunity to study at different Universities in Nordic countries and the USA for shorter or longer periods; several adult educators (researchers) from Estonia have taken part in scientific seminars and conferences in Europe and a number of postgraduate students have succeeded in obtaining grants for studying in different countries (such as Finland, Norway, Germany and Great Britain). Most of these projects have been financed by those countries mentioned above.

We should also mention that participation in the work of the international organisations such as ESREA, the International Institute for Policy, Practice and Research into the Education of Adults, the European Association for the Education of Adults and the European Symposium for Voluntary Associations, as well as the comparative Euro-Delphi study has provided excellent practice and professional development for some of the leading researchers in the field of adult education in Estonia.

National Organisation

The Association of Estonian Adult Educators, Andras, (founded in 1991) is a national organisation for both teachers and researchers working in the field of adult education. It has a broad profile of activities which include:

- the integration of activities in the field of adult education in Estonia;
- the preservation of the professional standards of adult educators;
- the collection and distribution of information;
- the training of trainers (adult educators);
- the organisation and supervision of research into adult education;
- cooperation with European adult education institutions (EAEA, ESREA, ESVA and others).

Andras has more than 40 member organisations which are involved in general, labour market oriented and/or popular adult education. During its years of existence, Andras has contributed to the development of its member institutions by organising seminars, workshops, courses and conferences aimed at ensuring the professional competence of members of the association as well as other adult educators in Estonia. Subjects include: methods and methodology of training and research into adult education, adult education terminology, environmental education, language proficiency and the evaluation of andragogical aspects.

AEAE Andras is a member of the European Association for the Education of Adults, ESREA and the International Council of Adult Education. It facilitates cooperation with other countries and organisations for adult education.

Research Meetings

From 1983, annual workshops have been arranged for those interested in research (methodology and theory) on the education of adults in Estonia. The exchange of ideas and practical training (teaching) were the main objectives of these workshops. New methods for adult education were practiced, literacy reports compiled and the results of research work evaluated.

Alongside these national workshops, several international conferences, seminars, workshops and research meetings about adult education have been organised. Possibilities for that opened with re-establishing the independent state (1991). In 1993 the following conferences were organised in Estonia: *Adult Education and Democracy*. This had considerable social importance, as the subject of the conference was aimed at the transitional process between totalitarian and democratic societies. 120 adult educators and/or researchers into adult education from 18 European countries took an active role in several discussions and sessions; *The Nordic-Baltic conference on Popular Adult Education* (50 participants from 7 countries); *the European Symposium on Voluntary Associations, Re-building the Civic Society in the Baltic States* and *the Role of Voluntary Associations in the Education of Adults and Young People* (50 participants from 12 countries).

In 1994 two international conferences were organised: the *Women & Education* conference was held to discuss the problems inherent in the subject and celebrate the international year of the family (the conference was followed by a workshop for researchers, studying the role of the family in education); *Educational Leadership International* (together with the Oslo University).

The most important international meeting in 1995 in Estonia took place in May. 25 researchers from 16 European countries (the European Steering Committee of the comparative Euro-Delphi study) came to Tallinn to discuss the final steps of the research, and preparing the European Colloquy.

Funding International Professional Meetings

Participation in international professional meetings (seminars, conferences and workshops) depends in most cases on the organisation or country which is host to the researcher. For former socialist countries (the Baltic States, East and Central European countries) some funds have opened their doors to make participation possible (to help to train and develop adult educators). In other words, for the purposes of participation in conferences and seminars within Estonia, limited funds are available from the universities and other adult education organisations, but participation in conferences and seminars outside Estonia is in most cases possible only when subsided by the foreign organisers or foundations abroad. Financial support from the state for the participation of researchers in international meetings has been almost nothing until now. There are, however, a few signs indicating that the situation is beginning to improve.

During recent years, collaboration with several (adult) education institutions (such as the Open Estonian Fund, the DVV in Germany and Oslo University), and a number of joint projects (PHARE) have meant that a certain amount of funds has been available for the organisation of international meetings and for supporting participants from other countries.

Bibliographical Sources

During recent years the professional literature related to adult education has been supplemented with the publication of several new books and journals in English, Finnish and German, largely as a result of outside sponsorship (for example from the German Adult Education Association). Several books have been sent to us by authors themselves (such as Peter Jarvis, Seppo Kontiainen and Jukka Koro). Nevertheless, resources are still limited. There is also the language problem caused by the fact that not all of the researchers are well versed in foreign languages. Because of this, we see the translation of basic adult education textbooks into Estonian as one of the most important tasks today.

Journals

Estonia has worked hard in order to prepare for the publication of the first edition of a special adult education journal entitled Maurus. This has been made possible by subsidies from the German and Finnish Adult Education Associations. The content of the journal is oriented towards a wide variety of target groups. The founder of the adult education journal is the Association of Estonian Adult Educators - Andras. Until now, articles on adult education have been published in national journals for education.

Until recently, international journals on adult education have been sent to Estonia only occasionally and as a result of individual initiative.

European Activities

Relatively good connections exist between researchers in Estonian universities and researchers elsewhere. The main forms of cooperation include joint research projects and the granting of research scholarships for Estonian researchers.

Most of these activities are organised through personal initiative and are financed by partner universities in other countries, such as the Soros Foundation and the Open Estonian Fund, Tempus, Phare and so on.

These activities focus on Nordic countries and are mostly supported by the Nordic Council of Ministers, SIDA (Swedish International Development Activity) and Viro-Säädiö (the Finnish Fund for Estonians) in the form of scholarship and grants.

At present, financial assistance from Estonian sources is almost nil (until 1991, we were able to cover the cost of travel ourselves). Financial support from outside is available if the recipient has been asked to address a conference. At the same time we are ready to support a number of people from Finno-Ugric countries such as Mari and Komi, as well as Lithuania, Latvia and other previous Soviet Republics to study in Estonia, and i particular for participation in conferences and seminars about adult education.

Conclusions and Developmental Trends

During the period between 1989 and 1995, considerable changes have taken place in research on adult education in Estonia, especially during the previous year. From the beginning of this period, particular attention was focused on the need for research on the education of adults, and discussions about obtaining the necessary funding began. The preparatory work (theoretical research and evaluation) was started at the beginning of 1991 when the Association of Estonian Adult Educators (Andras) was founded. Andras member institutions have organised several workshops on research on adult education.

In September 1991, a master's degree course in Andragogy started at Tallinn Pedagogical University. Today there are more than 30 master's degree students and two doctoral students at Tallinn Pedagogical University, and several master's degree students at Tartu University.

In 1993 Estonia was included in the Euro-Delphi project: A Comparative Study on the Future Goals and Policies of Adult Education in Europe (16 countries), 1995. Financial support for this research comes from Tallinn Pedagogical University (one researcher), Andras, the EU and the DVV (the German Adult Education Association).

In October 1993 Andras received financial support from the Estonian Ministry of Culture and Education, and a group of three researchers started a study entitled the Educational Needs of Adults in Estonia Today. In November 1993, a group of 15 people was founded with the purpose of elaborating the Estonian National and State Programme for the Education of Adults.

1995 proved to be revolutionary for the field of adult education in every sense, particularly in the area of research, as the Adult Education Act came into force on 1st of January. For the first time, subsidisation for adult education came directly from the state budget. Through the National Council of Adult Education, resources have been provided for five research projects (selected from ten applicants), eight courses for the training of educators, and for 40 popular adult education centres (for salaries for the principal and the teachers) all over the country. As a consequence of the restructuring of the Ministry, (from 1st of January 1996 there will be two Ministries: the Ministry of Education and the Ministry of Culture) the department of Adult Education will once more be in operation with a staff of five.

At the same time, financial support for research was offered by the German and Finnish Adult Education Associations, the Nordic council of Ministers, the Norwegian Ministry of Foreign Affairs as well as by several funds. Thanks to national (state and non-governmental) and international support, research activities on the education of adults have noticeably increased. We are certain that the results of various research will help us to build up a new, advanced and balanced system of adult education in Estonia in the forthcoming years.

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Hungary

Pál Soós[1]

Introduction

The history of Hungary dates back eleven hundred years. It was an independent kingdom until the middle of the 16th century. During the second half of its history, the country - which has been dismembered several times - was ruled by foreign powers (the Turks, Austrians, Germans and Soviet-Russians). As a consequence of the peace treaties of Versailles-Trianon (1920) and Paris (1947), Hungary lost two-thirds of its territory and about half of its inhabitants. The country did not regain its independence until 1989. Therefore, it is not by chance that the fundamental problems of the nation's existence dominated not only Hungarian history, society, economics and politics but also its culture, literature and adult education. Hungary has always been a part of Europe and has been able to keep abreast of the great spiritual, intellectual, cultural and adult educational movements and developments in Europe, through the Reformation and Enlightenment in Christianity, classicism, romanticism, naturalism to the movements of modernism and modernity in the 19th and 20th centuries. At a slightly belated stage, Hungary accepted the economic and political ideas of Western Europe and applied them creatively to its historical traditions and its social and cultural peculiarities. These factors all help to explain how Hungary has developed a relatively advanced adult education system over the last three centuries. In 1907, an Adult Education Act was drafted by several university professors and a large-scale National Congress of Adult Educators discussed the fundamental issues raised by what was already a very pluralistic adult education system in Hungary[2]. It is a great pity that the immense historical cataclysms, freedom-fights, revolutions, world wars and frequent changes of political system prevented Hungary from developing a truly organic and well established system and research infrastructure within the field of adult education. In spite of the fact that the English university extension and workers' education, the Austrian and German »Volksbildung«, the Danish and Scandinavian folk high school and others exerted a large influence on the Hungarian adult education system, and the fact that the Adult Education Act was eventually passed by the Hungarian Parliament in 1976[3], adult education and research in this area is still generally regarded as a marginal professional field or as the »poor cousin« of cultural policies and social sciences.

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General Societal Situation and Changes

The roots of these changes can be traced back to the Hungarian revolution and freedom-fight of 1956 which was the first mortal blow to the Soviet system and its empire[4]. However, the Hungarian neo-stalinist regime of the years between 1956 and 1988 preserved the essential pillars of the totalitarian Communist dictatorship (the single-party system, the hegemony of marxist-leninist ideology, the central planning of the economy and complete state control over the issues of social, cultural and day-to-day life). It initiated and brought about several large and small-scale reforms from 1968. Certain elements of a market economy were introduced into the industrial, agricultural and financial spheres, and in some respects into intellectual and cultural life; possibilities for travelling abroad were liberalised and some basic educational, social and health-security rights were guaranteed. In this way Hungary became »the gayest barrack of the Socialist camp«[5]. At the same time, Hungarian society as a whole suffered greatly from the devastating effects of the occupation of the Soviet army, of the forced heavy industrialisation and urbanisation, of the obstruction of organic historical development, of the country's huge debts, of the change in the mentality of the people and of the widespread general corruption.

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[2] This Congress became one of the most significant events in Hungarian cultural and educational (adult) history at the beginning of the century, which also witnessed the first clash between the representatives of the conservative, middle class liberals and the radicals and »socaldemokrat« trends. See Ferenc Vörösváry: Protocol of the Free educational Congress in Pécs in 1907, Franklin Budapest 1908, p 650.

[3] This act was typical of Hungarian party-state policies, that is, a collection of noble ideas and elaborate wishes without any practical or financial guarantees in terms of execution.

[4] Of course, Poland also played a decisive role in abolishing the Soviet system and its empire.

The growing discontent led to the organisation of various forces of opposition both outside and inside the party. These included the liberal opposition (later the Free Democrats and Young Democrats) and the national people's opposition (later the Forum of Hungarian Democrats) as well as the Reform Circles of the Hungarian Socialist Workers' Party (Reform Communists). All these factors contributed to the peaceful change in the Hungarian system. The long negotiations between the reform Communists and the Round Table of Opposition in 1989, the new reform laws of the Hungarian Parliament, the opening of the Austro-Hungarian border, the liquidation of the Warsaw Pact and the »Communist Common Market« proposed by Hungary, the withdrawal of Soviet troops from Hungary all served to motivate or stimulate the »velvet« and armed revolutions in other Central and East European countries[6]. Hungary initiated the Central European regional integration entitled »The Visegrad Four« (Hungary, Poland, the

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[5] See Gyula Gombos' excellent analysis »After twenty years« in On the Left of History, Püski, Budapest 1992. pp. 107-332.

[6] It is a well-known fact that the Rumanian revolution (1989/90) was started in Temesvär (Timisoara) by an already world-famous Hungarian Calvinist priest named László Tókes, the present episcopate/bishop of Nagyvárad (Oradea).

Czech Republic and Slovakia) and it is an active member of similar regional communities of countries and regions (such as Central European Initiatives, Alps-Adria and the Carpathian Euroregion).

The most important positive changes after 1989 can be summarised as follows:

- After five centuries, Hungary finally regained its national sovereignty and independence; it was able to rebuild its national and cultural identity within the common nations of Europe;
- The Hungarian Constitution underwent radical reforms: new conservative, liberal, social-democrat and Christian-democrat parties came into being and a parliamentary democracy and institutions of a legal state were formed.
- The transition to a market economy began to take place with the privatisation and the restructuring of industry, agriculture, commerce, transport, public services and last but not least, the banking system;
- Large regroupings have taken place among the social classes and strata, the number of large, medium and small enterprises is continuously on the increase as is the amount of people employed in the service sector; the number of factory workers is radically decreasing;
- Civil societies and voluntary associations began to organise themselves and they already number more than ten thousand;
- The churches, institutions, organisations and people harmed by the Communist party state were rehabilitated and have received partial compensation.

These positive political, economic and social changes are accompanied by numerous - hopefully temporary - unfavourable phenomena and tendencies which include:

- An unexpected transition from almost complete employment to a suddenly increase in widespread unemployment which will presumably last for a long time. The hopelessness felt by the unemployed influences the outlook of Hungarian society as a whole;
- The new taxation system and high inflation rates afflict most of all the people who live on their wages and salaries, which is the majority of

society. These people are becoming poorer and poorer while a narrow group of people are becoming extremely rich;

- The corruption connected with privatisation, the high profile of the »black market« and the large number of tax swindlers cause serious damage to the nation's economy;
- Crime, the use of drugs and the activities of the Russian and Ukrainian Mafia are also growing in Hungary;
- The general uncertainty about personal values, the inveterate old habits and mentalities, the anarchical and critical phenomena in Hungarian politics and economy all contribute to make the transitional period more difficult.

The Situation of Adult Education

The well-established Hungarian culture and West European-style adult education were continuously devastated by the Communist dictatorship between 1948 and 1949. According to Soviet patterns, the pluralistic character of culture and adult education and every kind of community autonomy were brought to an end by the centralising policies of the party-state. The paternal cultural policy - within the framework of the »cultural revolution« - drove culture and adult education into strictly fixed and controlled channels, so that they became »ancilla politicae«. The *socialist* system of adult education came into being within the scope of a false propaganda campaign by the party-state, and it neglected the national traditions of this professional field. The system itself comprised the following main elements:

- Cultural homes, houses and centres, the network of basic providing institutions of adult education in the broadest sense of the term[7];

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[7] At present - and this demonstrates the excessive quantity of these centres- there are about 2674 cultural homes or centres in Hungary. Of these, 2364 are operated by local governments, 103 by trade unions, 11 by various foundations, 10 by groups of residents, 6 by the church and 180 by other organisations. See: Documentation,

- An amateur artistic movement, including folk dancing and theatrical groups, choirs, and fine arts circles;
- The society for the dissemination of Scientific Knowledge as an organisation formed by the Hungarian intellectuals who undertook the popularisation of natural and social sciences;
- Adult schools providing normal certificates at basic and middle levels, the free schools, academies and universities.

This system of adult education in Hungary was not able to appropriately satisfy the real cultural-educational needs of adult society and in spite of its partial (mainly quantitative) achievements, the functioning of this system can be characterised by low level and minimal prestige. In circumstances such as these, the professionalisation and the university training of adult educators from the end of the fifties, was not sufficiently able to display any favourable effects. The most fundamental problem in adult education during this period was the extraordinarily low level of cultural investment and financial provision which the party-state tried to conceal from the public. It is not by chance that after 1956 the official cultural policy gave preference to the media, primarily to television as the most effective means of diffusing mass-culture. The Hungarian neo-stalinist regime was characterised by country-wide discussions during the decades after 1956. These cultural and adult educational discussions touched upon the very broad bases of the vital professional issues. Several other interesting themes were as follows: Adult education in crisis, the Modernisation of adult education, Cultural concepts, Is culture a commodity?, Economy and culture, the Hungarian Way of life, Cultural houses and new methods, Reform and culture, the Theory of television, Values in Crisis, the Financing of culture as well as many others. In general these discussions continued at a high level and the majority of

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Hungarian intellectuals and adult educators strongly criticised the existing situation, but the discussions failed to bring about any structural changes or changes in methods and the institutional system of adult education[8]. During the 1980s, two tendencies became stronger: commercialism within culture as a whole and in adult education, and the opposing and reforming attitudes in the revival of the folk high school movement and the university departments of adult education. The former was directly stimulated by an order from the Ministry of Education and Culture[9], the latter by the law of Association[10].

During the years following the changes in the system (1989-1995) the general state of affairs in adult education in Hungary became much worse than it had formerly been. The causes of this situation are rather complicated:

- In the midst of the great political and economical changes which took place after 1989, adult education was simply overshadowed. As a term and as a concept, adult education is absent from the dictionary of present Hungarian politicians;
- The Party programmes and experts have dealt with the problems in adult education in a very laconic fashion. The cultural ministers of the last half decade have not been very interested in the vital questions posed by adult education.
- »The principle of remnants«[11] is even now applied to the financing of adult education. The application of »shock therapy« within the Hun-

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[8] However, these discussions continued for months or even for one to two years in literary, cultural and adult education journals and reviews or newspapers with a serious intellectual input.

[9] This ministerial order illustrated the basic and additional (potentially commercial) activities of the cultural centres which paved the way for commercialisation within the field of adult education.

[10] This Law of Union was drawn up before the system reforms

[11] After distributing the money among the main state sectors, the government or the Ministry of Finance allocated the remainder to the cultural and adult educational sector. This was common practice in Communist states.

garian state household and financial policies has involved grave consequences for adult education, especially this year[12].

- The professional potential and representation of interest within the Hungarian system of adult education have not been able to counterbalance these negative factors, especially the reduction of financial assistance.
- There are strong conceptual divisions among the circles of Hungarian adult educators which concern the scope, the system of institutions and the teaching methods in this professional field.

Of course, positive movements have also started in Hungarian adult education within the course of the transitional period. The most important of these are as follows:

- The exclusive central role of the party-state came to an end and what is more, the state wants to completely detach itself from responsibility within the area of adult education. This total withdrawal is perhaps not the best solution in a time of transition;
- In addition to the Ministry of Education and Culture, other national cultural and adult educational foundations have emerged which distribute finances (largely from the State) placed at the disposal of adult education. Besides these, many social and private foundations were also established.
- In the Ministry itself the Department of Adult Education survived the transitional period but it finds its own tasks, its areas of authority and its working methods in the new situation difficult to manage. The Department initiated more national and regional meetings and discussions and started preparations to formulate a new Law on Adult Education, but this has had few results until now;

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[12] »Shock therapy« was introduced in Hungary in March this year and it resulted in wide-spread dismissals and budget-curtailments in all cultural institutions. The notorious »Bokros package« (named after Lajos Bokros, finance minister) caused great political and social conflicts.

- After 1989, the pluralist structure of adult education in Hungary was re-established. The majority of cultural centres also survived and a smaller part of them were transformed into community houses or institutions with other areas of responsibility. The best amateur artistic groups became professional ones, while the others were reorganised into foundations connected with the cultural centres. When they suffered from a lack of money they simply ceased to exist. By getting rid of its party and state leadership, the Society for the Dissemination of Scientific Knowledge was transformed into a national union and regional associations. A large number of adult schools also stopped operating as a result of a lack of money. The churches restored their adult educational activities. Many private language schools for adults were set up, as well as schools and courses of management, computing and other subjects.
- The network of Regional Workforce Training Centres, Distance Education Centres and the Union of Open Training Centres (among others) represent the new forms of vocational adult education in Hungary;
- One of the most promising developments is the increasing number of folk high schools and the voluntary associations as very important guarantees of the setting up of a healthy civil society in Hungary. There are more than a dozen folk high schools and more than ten thousand voluntary associations in Hungary today[13].
- The local authorities have begun to recognise that their role in the area of adult education is increasing, that their responsibilities and attention cannot be limited to the cultural centres, that they must provide for other adult education organisations, unions, circles, local communities and voluntary associations and that all these demand local cultural reforms, new approaches and new systems of local financing;

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[13] Between the two world wars, Hungary had more than 300 - mostly residential - folk high schools and about 36,000 voluntary associations.

The State of Research on Adult Education

The development of research organisation and infrastructure in adult education is the result of a long process. The first institute where more systematic research has been carried out is a cultural institute of the Ministry of Culture. This institution has had many titles since its birth at the end of the 1940s. These include the Institute of Hungarian People's Culture, Institute of »Volksbildung«, National centre of Adult Education and the Institute of Hungarian Culture.

Of course only one department or working group at the Institute has dealt with research. At first its preferences or research orientations lay in folk-culture, the history of »Volksbildung«, the methodology of popular and adult education and local history, while at a later stage the theory of adult education, the history of culture and cultural sociology and psychology came to the fore. Probably as a result of personal and financial causes, the research department of the Institute was transferred some years ago to the Institute of Sociology of the Hungarian Academy of Sciences. The former director of the Institute managed and coördinated national research on adult education during the 1980s[14]. For thirty years, the Institute organised yearly conferences for university and high school teachers and researchers, and published the professional quarterly entitled *Culture and Community* as well as the professional magazine *Volksbildung*. In addition to the Institute, a special cultural publishing house called *Muses* was in operation during the eighties. After the changes in 1989, the role and activities of the Institute of Hungarian Culture were reduced; its infrastructure is now used by the newly formed pluralistic organisations[15] and it does not know what its role in the new cultural situation involves. The Department of Adult

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[14] Iván Vitányi - one of the most outstanding researchers in cultural policy and adult education - is today the president of the electoral body of the Hungarian Socialist Party. This fact has not greatly helped the development of culture and adult education.

[15] The Institute of Folk High Schools and the Open Training Union (among others) have played a role in the setting up of the institute.

Education at the National Institute of Pedagogy also dealt with some research on adult schools, mostly related to practical methodological and curricula issues. This Institute which was ironically named the »factory of curricula« was the main tool of the centralised party-state for basic and middle school policy-making; it was abolished after the transitions. In its place, two institutes are currently operating in addition to the Ministry of Education and Culture[16].

During the 1950s, a very real need for professionalisation emerged in Hungarian social and cultural practices. The professionalisation of adult education demanded professionally trained (in further education) adult educators. The organisation and continuation of training adult educators at a university level relied on continuous scientific research. These needs were first seriously recognised in the Department of Educational Sciences at the Louis Kossuth University of Debrecen. Debrecen University was the first in Hungary to start organising the training of normal day-time students in adult education in 1956[17]. The Departmental Group, later the Department of Adult Education of Debrecen University was the first to carry out basic or theoretical research. During its forty year existence, the Department has became the most significant centre or »workshop« for adult education research in Hungary, particularly in the fields of andragogy and cultural studies. The main themes of the Department's research have been as follows:

- the theory of adult education; comparative andragogy; adult education and »Volksbildung«; the system of adult education; adult education as human education; characteristics of adulthood; the process of adult education; reading and understanding; methodology of disseminating scientific knowledge; planning curricula for adults; prejudices within circles of young men and adults; problems of andragogical evaluation; effectiveness of the processes in adult education; adult education and artistic education - formation of taste; problems of self-education and andragogy; gerontology and adult education;

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[16] The National Institute of Public Education and Institute of Pedagogical Sciences.

[17] This fact had no connection with the Hungarian revolution in 1956. The first Hungarian department of adult education in Debrecen was the fourth one after the foundation of English, Finnish and American departments of adult education.

the history of Hungarian culture and adult education in the 20th century; the concept of culture and the theory of culture; theoretical problems of the Hungarian cultural policy and adult educational policy; cultural decentralisation in Hungary; theoretical problems of folk-culture; media and cultural policy; national identity, nationalism, multiculturalism and cultural policy; theoretical problems of communication, comics and mass-culture; film as a medium; community education and local society, folk high schools and cultural policy; culture and civil society; local cultural policy and local authorities; conceptual questions of the regional workforce training centres; planning of curricula for training cultural managers.

As well as changing its name in 1990, the Department of Cultural Studies and Adult Education at Debrecen University has transformed its training profile, that is it has preserved and renewed the training line of cultural management. Because of the practical reforms in higher education and at Debrecen University as well as the reduction in financial support, the quantity of research done at the Department has seriously decreased in recent years. In comparison to earlier decades, there are now no national research programmes for human sciences and the old and new systems of application tend not to give any preference to researchers in the field of adult education. During recent decades the Department has actively taken part in traditional university doctoral studies; about 80 students have obtained doctor's degrees at the Department. After a break of some years, the Department has regained the right to train PhD students according to the new system accredited by the National committee of Accreditation for universities and PhD studies. Since its foundation, the Department has published the annual departmental Acta Andragogiae And Culturae (about 160-180 pages). The teachers/researchers at the Department have so far published 30 books and nearly 1000 larger and smaller papers or articles, many of which were published in foreign languages[18].

In 1962 the Loránd Eötvös University of Budapest also started training courses for adult educators organised by the departmental Group of Adult Education[19]. This Departmental Group first emphasised the training of correspondent and postgraduate students in adult education; at the same time it has demonstrated a high level of research potential which is in some respects the result of the advantages of the scientific infrastructure which exists in Budapest. The head teacher and junior teachers[20] at the Departmental Group have also carried out wide-ranging research on adult education and cultural studies. Their priority themes have been as follows:

- the history and theory of adult education; the system and structure of adult education; methodology of adult education; theory and philosophy of culture; sociology of culture; problems of mass-culture and cultural industries (film, entertainment etc.) and comparative andragogy.

An important achievement in the research done by the Departmental Group was the publication of a selection of foreign literature of philosophy and theory of culture as a manual for students of adult education as well as other lecture notes[21]. The Departmental Group takes part in the

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[18] The Department professors: Dr Matthias Durkó (retired in 1984) founded the chair and introduced theoretical andragogy into Hungary; he has published 12 books and about 300 articles and papers: Dr Pál Soós (retired in 1995) introduced cultural studies and theory and policy of culture; he has published 10 books and more than 200 papers and articles. The Department assistant professors: Dr Kálmán Rubovszky, current head of the Department, deals with communication sciences. He has also published many books and papers, as has Dr Csaba Eles, who deals with history and the theory of culture.

[19] The Budapest University as an »environment« was not so positive in its attitude towards the Departmental Group as the Debrecen University was towards its department. The daytime training of students ceased.

[20] The assistant professors: Besides Matthias Durkó, Dr Andor Maróti is one of the most outstanding researchers in andragogy and has published many books and some hundred papers. Dr Dezső Bujdosó is mostly concerned with the theory of culture; he is also a very productive researcher.

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training of adult education students at the Pedagogical High School Faculty belonging to the Loránd Eötvös University of Budapest. After the reforms, the Departmental Group first concentrated on postgraduate training in cultural management.

The third university department of adult education came into being in Pécs in the second half of the 1980s when the Pedagogical High School was transformed into one of the faculties of the Pécs Janus Pannonius University. The Department has already been working within the framework of the High School and has dealt with research activities, although only in a narrow scope. Its priority themes are as follows:

- political adult education; historical and contemporary problems of Hungarian cultural policy; cultural economy and adult education; human resources development and adult education; management issues in adult education.

Besides the university departments there are various departments of adult education at the Pedagogical or Teachers' Training High Schools (of Szombathely, Nyiregyháza, Szeged and Eger) and at the Teachers' Training Colleges (of Debrecen, Gyor, Kaposvar, Esztergom, Baja, Jaszbereny, Sarospatak, Bekescsaba, Szekszard and Zsambek). The research in these departments has been mainly oriented towards more applied and practical themes, for example the methodological problems of adult education, local folklore research, local history, empirical and sociographical research of local culture and research into social festivals, holidays and entertainment. Depending on the level of the teachers in the high schools and colleges this research could be of a relatively high standard[22].

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[21] Reference books on the subject of the theory of culture in six volumes.

[22] For example, the Szombathely researchers concentrated on the research of adult education methodology, the Nyiregyháza researchers focused on the problems of entertainment.

It is a fact that other departments within the Hungarian further education system have also carried out adult education research, but adequate information on this research is not currently available. The other departments of this kind are the Department of Education, Sociology, Philosophy, Social Policy, Politology and Economics[23].

A similar situation exists in several Research Institutes at different Ministries and at the Hungarian Academy of Sciences. These can include the National Institutes or Centres of Education[24], Vocational Education, Film, Distance Education (Ministry of Education and Culture) or of Labour Relations (Ministry of Labour). Partial research into adult education can be performed at the Institutes of Historical Sciences, Sociology, Psychology, Political Sciences, Economics, Ethnography, Musicology and others which belong to the Hungarian Academy of Sciences. In addition to these are different Museums, Archives, Cultural Chambers, Information Centres, Regional Research Centres, the Central Office of Statistics, of Minorities (Hungarian Government), the Research Share Company of Finance, various libraries and foundations[25], all of which can carry out research on adult education, but information on these is not available.

During the Communist party-state system in Hungary, the infrastructure for science and research was relatively well established and well developed. However, during this time, the research and its funding were strongly centralised and determined by the official marxist-leninist policies and ideology. After the system-change, the crisis within society, politics and the economy has been accompanied by a crisis in the field of Hungarian science and research as a whole. This first of all means a devaluation of research and researchers, a decrease in the intensity and extent of research, a reduction in investments and financial assistance given for research purposes and a shortage of comprehensive and well-founded science policies in a well-coordinated system of research organisation and direction. At the same time, certain reform activities and restructuring began to take place in the Hungarian field of science. The strong monopoly of the Hungarian Academy of Sciences (quasi-Ministry of Science) within the field of science came to an end at the same time as the Soviet system of academic qualification. The autonomy of universities was restored[26]. These positive developments have only slightly affected research on adult education while the negative effects have had a much greater impact. Some of the former research institutions for adult education have disintegrated, the number of researchers has reduced and only two new special research institutions emerged in Hungary after the reforms. The Hungarian Institute of Folk High schools is not a big institute; in the first phase of its existence it carried out research in three directions: the history of culture and folk high schools, legislation in adult education and the organisational and methodological problems of folk high schools. It can in general be said that in post-reform Hungary there exists no developmental research infrastructure, that there are no adequate surveys of research activities and institutions and organisations, that there is a shortage of the necessary governmental and professional regulations on the collection of research and statistical data and on surveys of research themes.

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[23] For instance, the Department of Philosophy of the Natural Science Faculty in Budapest was mostly concerned with the relationship between modern technology and culture and organised an interesting conference on this subject.

[24] See: Gyula Csoma, László Lada and Andor Maróti who wrote a series of studies for the Institute and for the government, the Uj Pedagogiai Szemle (New Review of Pedagogy) published this series in Number 2, February 1995.

[25] For example: the National Cultural Foundation, Pro Renovanda Culturae Hungariae, Hungarian Foundation for Public and Adult Education, Lakitelek Foundation, Motion Picture Foundation and the Universitas Foundation.

This situation demonstrates that it is impossible to ascertain the exact hierarchy of research priorities in adult education. That is to say that research themes are not clearly defined by a systematic and constant policy in the sciences, that the choice of themes is mostly arbitrarily determined by the researchers since there is no identification of national priorities and so research themes for before and after the transitional period can be only estimated.

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[26] The Law on Higher Education and the Law of the Academy of Sciences restored the balanced relationship between the universities and the Hungarian Academy of Sciences.

Before 1989:

- The history of Hungarian adult education in the wider context of cultural history; theoretical problems in adult and continuing education; theoretical and methodological issues related to the dissemination of scientific knowledge; arts and adult education; cultural centres and amateur artistic movements; networks or the organisational system of adult education institutions; local councils and adult and vocational education; the theory of culture.

After 1989:

- Comparative adult education/andragogy; vocational training for the employment market; distance education; cultural policy; civil/voluntary/community adult education; the history, theoretical concepts and methodology of folk high schools; management and new techniques in adult education; social policies, mental hygiene and adult education; minority cultures and adult education; forms of correspondence training.

These themes were of course all researched during both periods, but the proportion of studies conducted on each have changed significantly. Basically all research on adult education in Hungary has been and still is inter-disciplinary in nature, but it nevertheless does depend on basic disciplinary research (history, pedagogy, philosophy, sociology, psychology, politology, economics etc.) In comparison to qualitative research, quantitative research done prior to the reforms of the old system was on the increase but neither has a dominant position in research. It also depends, of course, on financial backing and conditions for research.

During single-party rule, research and financial support within the field of adult education were strongly centralised. The Ministry of Culture and Education and the Hungarian Academy of Sciences financed adult education research within the framework of the main national scientific research programmes and sub-programmes. Research on adult education represented one of the sub-programmes coordinated by the National Institute of Culture. Grants and funding allocated by the Ministry and the Academy were not particularly great in this professional field because of the enforcement of the »principle of remnants«. Money coming from the two main authorities was mostly allocated to researchers working in Budapest[27]. During the final years of the party-state, a competitive system of distributing research money was introduced. A special research fund called the National Scientific Research Fund (OTKA in Hungarian) was founded or was separated from the state budget by the Hungarian government for each scientific field. After the system reforms, this fund became an independent foundation directed by a respected scientific curatorium. The university faculties have also had a few chances to assist the departmental research with very small sums of money from the research fund of the Ministry (TUKUFA in Hungarian). Prior to the reforms, foreign foundations (except the Soros Foundation) were not permitted to enter Hungary. While these financial channels could not invest money into adult education research, they did make significant research possible in other fields. After the reforms, a newly pluralised and more decentralised system of competition was formed for the financing of research in Hungary. The organisations of OTKA, TUKUFA and the Soros Foundation, are of course still present while many new foundations have emerged on not only a national but also a local and institutional level. These are both public and private[28]. In recent years, more foreign foundations have come to Hungary to assist in research. Of course, Hungary is also able to join or participate in the different European and international application systems for research (including Tempus and Erasmus). Furthermore, the university departments, also have the right to start or organise their own foundations[29]. Theoretically, the possibilities for obtaining financial assistance for adult education research were significantly broadened, but in practice this kind of research does not represent a priority for these foundations. Compared with the former situation, financial assistance for research on adult education has decreased considerably and it is necessary to invest a great deal of effort and time in order to obtain support. The application forms and questionnaires should of course be carefully and accurately filled in, but this often proves to be superfluous later on. The final decision is made by an independent board of experts or advisors (a curatorium) after the professional screening of the application. A great deal of superficiality and subjectivism exists in the Hungarian field of adult education research. The older professional cliques - mostly in the capital - still exist and frequently continue to dominate the process of decision-making. The organisers of the applications are concerned about controlling and measuring the quality of professional research. The main instruments for monitoring research include research reports, an exact and detailed research budget and the numbering and acceptance of publications and citation indexes. All these methods for the monitoring of research are not given sufficient application in Hungary. For example, until now the citation index in adult education research has not played such an important role as it does in the natural sciences. Either the centres of documentation (such as libraries, data-banks and information centres) or the authors themselves have not taken the trouble to formulate citation indexes. More recently, all interested parties have started to take the citation index more seriously (in relation to PhD programmes, research applications, promotions, habilitations and so on). However, this is only one manifestation of the researchers' level and quality. Basic research on adult education has always received less financial support than applied fields, and the proportion between these has recently become more pronounced at the expense of basic research.

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[27] All applications made by the Department at Debrecen were refused, while more researchers from Budapest obtained OTKA awards.

[28] See reference number 25.

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[29] The Debrecen Department also has a Foundation named Kvalitás (Quality).

Documentation of the findings of research on adult education in Hungary has never been comprehensive or systematic. Several institutions have partially recorded their material. These include the National Institute of Culture, the National Szechenyi Library, the Szabo Ervin Library of Budapest, some of the regional libraries and the office of Statistics. Perhaps the place for conducting the best level of recording would be the National Library of Pedagogy, but its infrastructure is not yet adequate for this task.

There are very few professional journals and reviews of adult education research, from both before and after the reforms. After the change in the system, some of the organs which had formerly existed ceased to operate and newer organs did not replace them. At present, it is possible to publish the findings of adult education research in the following journals: *Kultura es Kozosseg* (Culture and Community), *Andragogia, Uj Pedagogiai Szemle* (New Review of Pedagogy), other regional journals of literature and culture and the *Review of Higher Education*. Other central and local journals and newspapers of a more general nature also undertake to publish adult education research papers. Earlier on, collective volumes were published on the different themes in adult education research; these have more recently concerned the folk high schools.

The Acta Andragogiae Et Culturae of the Debrecen University Department of Cultural Studies and Adult Education[30] and the other collective publications of the adult education departments of high schools and teacher-training colleges are very important locations for research results. The university and high school student journals also publish recent research findings on German, Austrian and English adult education (Erwachsenenbildung in Germany and Austria, Volkshochschule, Kulturopolitische Mitteilungen,

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[30] It is the oldest and perhaps the best ACTA in the adult education field.

Adult Education etc.). The dominant languages of Hungarian authors who contribute to these organs are English and German.

After the reforms, the whole system of postgraduate scientific training in Hungary started to undergo changes. Before 1989, the Hungarian Academy of Sciences organised postgraduate training and awarded scientific degrees. In 1989 the universities regained the right to organise scientific postgraduate training and to award scientific degrees (PhD). The new PhD programmes prepared by the university departments were accredited by the National Committee of Accreditation. The Department of Cultural Studies and Adult Education at Debrecen University also regained the right to organise PhD programmes after its accreditation in 1995. University theses, doctoral dissertations and PhD dissertations are all registered at departmental libraries.

International scientific relations have also acquired new dimensions and professional directions and subjects after the reforms in adult education research. The Hungarian researchers have had favourable opportunities to build up good international professional relations. In recent times, only the financial difficulties and shortage of knowledge in foreign languages have hindered the achievement of these aims. Foreign professional literature is at the disposal of the researchers.

Conclusions and Developmental Trends

It is both important and worthwhile to examine the situation in research on adult education in Hungary in its historical context. This is necessary in order to ensure a complete grasp of the situation and problems involved.

There is a great contradiction between the existing needs and enormous tasks faced by those involved in the organisation of adult education and its marginality or peripheral situation, not only in society as a whole but in the entire educational sphere as well.

All this is reflected in the past and present state of research on adult education which can be seen in terms of a crisis. The most critical issue is that of finance.

A solution for this crisis should be sought within the political sphere, or more specifically in the content of cultural policy. It is possible that a great political personality or great cultural politician would be able to show us »the light at the end of the tunnel«.

In any case, without collaboration or unification of the internal and international potential in research on adult education, the necessary steps and long-term projects and concepts cannot be envisaged. Hungary and Hungarian researchers have much to offer to this professional cooperation.

Latvia

Ilze Buligina[1]

Anita Jakobsone[2]

General Societal Situation and Changes[3]

Latvia[4] is currently involved in continuing its process of transformation to a fully market oriented democracy. Since the restoration of full independence in 1991, Latvia has had to cope with the threefold challenge of the consolidation of independent statehood, the cultivation of democracy and transformation to a market economy.

After nearly half a century of Soviet rule, Latvia regained full independence in 1991 and rejoined the world community of sovereign countries. However, independence is not a new state of affairs for Latvia. The country enjoyed sovereignty from 1918 to 1940 and was a member of the League of Nations. Many Latvians continue to cherish the memory of that era which was characterised by many economic and cultural achievements. In the course of World War II the Soviet Union forcibly annexed Latvia, an act that most Western Countries never recognised. When the Soviet Union embarked on the liberalisation of reforms in the late 1980s, a broad-based movement emerged advocating the restoration of independence.

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[3] Since the most recent sources available basically present a comparison of periods before and after 1990-1991, in preparing the national report we will deal with this kind of comparison on many occasions

[4] Part I of the Report from Latvia is a partial reproduction of the United Nations Development Programme Latvia Human Development Report 1995

On 4 May 1990 the Supreme Council of the then Socialist Republic approved a declaration expressing the intention to restore de facto independence.

On 21 August 1991 Latvia's parliament declared full independence at the height of an attempted coup by pro-soviet forces. Soon after, Latvia was recognised by the international community and subsequently became a member of the United Nations, the Conference on Security and Cooperation in Europe, the Council of Europe and other bodies.

The last remaining active duty Russian troops were withdrawn from the country in August 1994.

In many respects, recent democratic changes have drawn on inter-war political traditions, as activists and politicians have not only restored and amended the 1922 Constitution and other laws, but revived »old« political parties, professional associations, and media outlets. However, the economic transition is still underway, large-scale privatisation has yet to be completed, and restructuring has caused considerable human distress. Substantial unemployment has emerged; according to the official data for the beginning of 1995, 6.5 % of the economically active population was registered as unemployed.

At the same lime, Latvia is a country of enormous potential, rich in human resources and well situated to become a major point of transit for trade between East and West.

TABLE 1: **Basic facts about Latvia**

Population (1993)	Estimated population (millions)	2.6
	Population growth	-1.9%
	Population density (persons/sq.km.)	39.7
Population distribution (%)	Rural	31
	Urban	69
Gender distribution (%)	Males	46
	Females	54
Age distribution (%)	Under 15	21
	Economically active age	56.8
	Senior Citizens	22.2
Ethnic distribution (%)	Latvians	54.2
	Russians	33.1
	Belarussians	4.1
	Ukrainians	3.1
	Poles	2.3
	Lithuanians	1.3
	Others	2.0
Adult literacy rate (1993) %		99
Distribution of employment by sector % (1993)	Agriculture	20
	Industry	28
	Services	52
Land area (sq.km.)		64,600

However, for a better understanding of the present situation and current needs, the following passages will deal with basic problems in the social and economic life of Latvia.

Latvia is a distinctly multi-ethnic society. The ethnic mix of population today is largely the result of massive post-war immigration which resulted in a decline in the proportion of ethnic Latvians from 77% in 1935 to 52%

in 1989. Since then, the share of Latvians has grown as a result of differential birth rates and emigration. One of Latvia's most important future tasks in domestic policy is resolving issues related to the large number of non-citizens in the country. The Law on Citizenship was adopted in 1994 and the naturalisation of non-citizens began in 1995. However, many non-Latvians still do not speak Latvian because of the legacy left by the Soviet russification policy. Therefore, the main factor facilitating integration is the promotion of knowledge and greater use of the Latvian language.

The transformation to a market economy has been attended by a serious economic crisis in Latvia. The gross domestic product per capita decreased by more than half from 1990 to 1994 and price increases have considerably outpaced increases in incomes. The economic transition has been accompanied by an increasing gap between the rich and the poor.

The disruption of old economic links and the restructuring of the industrial and agricultural sectors has been accompanied by rising unemployment. By the beginning of 1995, 84,000 or 6.5% of the economically active population had registered as unemployed. »Hidden unemployment« might total an additional 6-7% of the population.

The most problematic situation is found in the south-east of the country, in Latgale, where unemployment in some localities is three times the national average. The majority of the unemployed live in rural areas which have witnessed the collapse of the old collective farm system. State enterprises are dismissing employees on a large scale, while job creation in the private sector is limited.

Difficulties in coping with the transition are particularly great for the marginal/vulnerable groups of the population. Much remains to be done to promote their integration and guarantee their full participation in the process of human advancement.

Women in Latvia have to bear double the burden of the economic crisis; they have to cope with salaried employment and household work. These strains have contributed to the deterioration of the health of women.

While official statistics point to a decline in the number of recorded crimes, other sources (such as the media and sociological surveys) suggest that crime, especially organised crime is on the increase. This is also due to Latvia's geographical position, since the main forms of organised crime are transnational in nature and common throughout Europe. Further reform of the court system and law enforcement agencies must be carried out, the collection of taxes and duties must be improved and prison reforms must be undertaken.

The social stress which is currently being experienced by people in Latvia has contributed to an increase in health problems. However, the health care system is being reorganised and should soon be better able to cope with the crisis. Nevertheless, much still depends on the ability of the population to improve its own health, which is endangered by widespread smoking, excessive consumption of alcohol, obesity and arterial hypertension.

Although these factors point to considerable difficulties in the life of the state, it is possible to identify significant achievements and movements towards a civil society. The number of people employed in the private sector reached 58% in 1994 and the number of individual family farms and privately owned apartments and houses has greatly increased. An important indicator of civil society is the free exchange of information. The growth of media outlets since the collapse of totalitarianism has been vast. Censorship no longer exists, but the main TV and radio broadcasters have to be completely transformed from state broadcasters into public broadcasters. Furthermore, most regional newspapers are owned by local governments.

A vast number of voluntary organisations exist in Latvia, including trade unions, minority cultural organisations, and professional associations. The economic crisis and the Legacy of the past have made many people averse to organised political activity and most political parties have only a small membership base. The government has taken important steps to transform the state and make it more responsive to the public. The Ministry of State Reform has enacted changes to create a professional civil service and considerable decentralisation has taken place. NGOs have been involved in promoting civics and human rights education, which should contribute to overcoming the legacy of the former Soviet system.

NGOs are therefore an important factor in Latvia's continued development and many NGOs are also actively involved in adult education.

The Situation of Adult Education

The Position of Adult Education within the Education System

There is a long-standing tradition of adult education in Latvia. However, before September 1993, no separate administrative unit dealing with adult education matters existed in the Ministry of Education. Taking into consideration the objective changes in society and being well aware of the former traditional and existing adult education activities in Latvia, the decision to set up a Division of Adult Education at the Ministry of Education of Latvia was reached. As there are few staff who are employed at the Division and the Division itself is a relatively recent formation, its activities today have to be restricted to the very basic ones. At the same time it is important to note that there are good contacts between the Division of Adult Education and non-governmental adult education organisations of Latvia. In order to obtain a better insight into today's activities, a retrospective analysis should be made.

In February 1993 the Latvian Adult Education Association (LPIA) with its structural unit (the Adult Education Centre) was established. The Association is a non-governmental, non-profit making organisation, covering a broad spectrum of representation (its founders include the Knowledge Society, Free Trade Unions and Nature Foundation). The Centre functions as an organisational and methodological body for adult education activities in the republic. The Division of Adult Education of the Ministry of Education works in close cooperation with the Association and its Adult Education Centre. Through this cooperation the Ministry can be better informed about the situation within adult education and about current needs. This contributes to better adult education policy making, which, together with work on legislation, is the basic function of the ministry. Therefore the Ministry of Education allocates limited financial assistance to the Adult Education Centre without interfering in the Centre's work.

All the discussions on adult education matters have been organised with close cooperation between the Ministry of Education and the Association and its Centre. Since the organisational activities have been taken over by the Association, the Ministry's functions are limited to an advisory or supportive role (if necessary). At the same time, it is necessary to discuss in greater detail the Ministry's important work in policy making and legislation. (For legislation see the following chapter).

In 1994 the decision to develop a National Programme in Education was made at the Ministry of Education. The National Programme consists of eight sub-programmes, one of which is »The Development of the Adult Education System in the Republic of Latvia«. Before setting priorities in the development of the system, it was necessary to point out the factors which determined the need for a new approach to the field. These factors are as follows:

- democratic and structural changes in society and in the labour market;
- demands caused by the new level of technological and communications development;
- demographic processes;
- the necessity for a long-term solution for environmental and energy problems;
- each individual's need for personal development and an improved quality of life;
- new study possibilities, international cooperation and cooperation among nations.

The basic task today is to develop a systemic approach to the forming of adult education policies. We need to create conditions which would allow the continuing education of every individual. This should be understood

not only as an improvement in qualifications, requalifications and the continuing education of professionals but also as the harmonious development of personality in the context of life-long education.

The National Programme's sub-division which is called »The Development of the Adult Education System in the Republic of Latvia« comprises seven basic areas of work. At present, detailed planning for project funding and implementation is underway. The seven areas of activities in the National Programme's sub-programme on adult education are:

1) Complementary measures in the work of the Division.
   - The formation of work and expert groups for improved strategies and legal bases in adult education.
   - The establishment of the Consulting Board of Adult Education for better inter-institutional cooperation. The Board will include representatives from the Saeima (parliament), from other ministries, various associations and public organisations as well as researchers and university professors.
   - Intensifying contacts with mass media - forming public opinion, information and advertising.
2) Establishing the Department of Andragogy at the University of Latvia (Faculty of Education, Centre for Adult Education and Pedagogy). The Department will train adult educators for work in various kinds of educational establishment.
3) Establishing the Adult Education Research and Development Centre at the College of Social Work and Social Pedagogics, »Attístíba«. The Centre will provide the scientific basis for an improved goal-oriented state policy and strategy in adult education and will develop cooperation with research partners in other countries.
4) Strengthening the Latvian Adult Education Association (and its Adult Education Centre)
   - One of the priorities of the Centre is to create an information base on adult education issues in Latvia. The activities of the Centre aim towards developing a database system, with regular analyses and updating. It is also an important objective to join up with international networks.

- Furthermore, the educational and methodological work at the centre must be supported.

5) Regional Development.

- It has been decided that four District Adult Education Centres will be established. Limited financial assistance may be allocated by the state.
- Support can also be rendered organisationally and with legislative issues - the recommended Statutes (draft version) have been formulated.
- The LPIA and local governments are currently establishing regional adult education centres.
- Regional adult education activities are closely related to the labour market demand and the district and regional adult education centres will organise their activities accordingly.

6) Distance Education

This form of education represents the educational method of the future and assistance must be provided in this area. This may be in the form of limited financial assistance for organisational activities and support in legal procedures.

7) Strengthening International Activities.

The Division of Adult Education envisages further activities in international cooperation. Partnership and networking and the development of joint projects is being put into practice in all the basic areas of activity.

Administration and Legislation on Adult Education

Administration in adult education has been partially discussed in the former chapter. Each local School Board is encouraged to appoint a representative responsible for dealing with adult education matters. At the same time, the Division of Adult Education regularly meets with local government leaders in order to exchange information (local needs and problems, new initiatives and developments in adult education policy making and in adult education legislation).

From the very beginning the Division of Adult Education has actively been involved in work on legislation. In the Conception of Education of

Latvia (draft), a chapter dealing with complementary education (adult education comes under this division) has been worked out. Complementary education is viewed as a possibility for continuous personal development regardless of the person's age, as the chance to be educated according to one's individual needs, wishes and interests.

A Chapter on Complementary Education has been developed for the Law on Education (draft). This serves as a basis for discussing the possible further development of acts and regulations governing specific areas of adult education. Specific Articles in the chapter on Complementary Education deal with institutions of complementary education (CE), CE programmes, pre-conditions for starting CE, certificates in CE, the responsibilities of employers and the employees with regard to qualification improvement and the financing of CE establishments.

The Division of Adult Education has prepared Recommended statutes for regional adult education centres (local adult education centres are in a formative process in many towns and cities of Latvia).

Statutes for Distance Education Centres have also been prepared.

Organisational structure

There exists a whole network of adult education institutions.

State adult education institutions are:

- cultural centres and clubs;
- secondary and higher education establishments offering adult education;
- local government adult education course providing units;
- agriculture consulting centres;
- tourist centres;
- libraries;
- State Administration School;
- State Employment Department.

Non-governmental adult education providers:

- community and regional adult education centres;
- popular universities;
- folk high schools;
- public adult education organisations (Latvian Adult Education Association, Latvian Knowledge Society, Entrepreneurial Activity support Centre and others);
- public organisations where adult education is one of the directions taken in their activities (Free Trade Union Association, Entrepreneurial Unions, Craftsmen Guilds, professional associations, religious organisations, regional development centres, youth organisations and associations of various social groups (the retired, the disabled and many others);
- private adult education establishments;
- adult education provided by employers for their employees;
- complementary education establishments of public organisations.

It is difficult to make a clear distinction between providers of general and vocational education. A separate study must be conducted at a later stage.

Infrastructure

The basic institutions of adult education development and research are:

University level (including the continuing education of teachers)

- Department of Pedagogics and Psychology, University of Latvia (UL);
- Centre for Adult Education and Pedagogy at the Faculty of Education, (UL) with its prospective Department of Andragogy;
- Adult Education Centre at the Liepâja Higher School of Pedagogics;
- Daugavpils Pedagogic University;
- Department of Andragogy at the Latvian University of Agriculture;
- the prospective Adult Education Research and Development Centre at »Attîstîba« (research activities are already being conducted);
- Adult Education Centre at the Liepâja Higher School of Pedagogics;
- Education Advancement Institute.

A more detailed description ought to be given on the activities of the Faculty of Education at the University of Latvia. On the basis of a completed TEMPUS project on teacher training, a new two-year TEMPUS project was initiated which deals with the continuing education of teachers in academic institutions. Almost every institution of teacher training in Latvia is involved in this project. It is therefore possible to speak of a relatively well developed continuing education network for teachers in Latvia as well as of a systemic approach to education and the continuing education of teachers. The basic partners in this are all academic pedagogical institutions, the Education Advancement Institute and the Riga City School Board Teachers' Continuing Education Centre. International partners involved in this project come from Denmark, Great Britain and Sweden.

Other

- Adult Education Centre of the Latvian Adult Education Association (it also has close ties with academic institutions);
- The Teachers' Continuing Education Centre with Riga City School Board.

Financing of Adult Education

State-financed adult education activities are basically those which are mentioned in the National Programme. The Ministry of Education allocates limited financial support to a few adult education research projects. Fund raising for adult education research is an important priority in the work of the Division of Adult Education.

Other sources of finance come from course fees, private enterprises, various foundations and other institutions (e.g. Soros foundation, Danish Cultural Institute, Danish Democracy foundation and the Nordic Council of Ministers). An important source of funding is the European Union PHARE Programme.

The Needs of Adult Education

The needs of adult education can be classified according to various points of view. Studies in the field indicate that there are three priority areas in adult education in Latvia today:

- Training of trainers. Latvian adult educators are well aware that modern teachers in adult education have more roles than simply offering specific knowledge. Teachers have to be able to model multicomponent situations, they have to be elastic and flexible. They must have a good understanding of the whole adult education system, have a complex approach to adult education in the context of social processes and must be well aware of the inner and outer relations between social groups. Furthermore, the staff in an adult education institution must be specially trained. The criteria for professionalism in adult education must be fully worked out.
- Programme and material development. Given the lack of adult education study material, the translation and adaptation of existing material could be useful in the initial stages. However, at the University of Latvia, material is being collected for the development of teaching aids for adult educators and programmes for specific adult education areas.
- Working out methodological approaches. This is an important factor for the overali success of the process. All the relevant institutions work upon this aspect of adult education.

Adult education needs in Latvia can be also be classified according to another point of view:

- Needs of learners;
- Needs of relevant organisations and institutions;
- Needs of the society.

Precisely identifying these needs facilitates work on satisfactory adult education programmes. Identifying needs and choosing methods means bridging the gap between the present state and the desired future state. Research into identifying various aspects of adult education needs is at present a priority. Funds are being sought for the encouragement of these research projects. There are well-prepared and experienced teams of researchers in Latvia who are ready to carry out the requisite studies.

Needs can also be identified in specific areas. In September 1994 a sociological survey was conducted among 25 - 35 year olds. The needs for training and re-qualification during the period of social transition were examined. Although no detailed studies on adult education needs exist from either before or after 1989, the study described above points to the conclusion that general and popular adult education was more in demand before 1989 than it is today. This can easily be explained by the economic and social changes in the country. Today, the labour market and employment oriented education are the key factors in being able to participate in the competition for employment. For many families it is a crucial issue.

In this study 1000 respondents were chosen at random. 48.2% were men, 51.8% were women. The respondents were categorised according to their level of education:

- with basic education - 3.9%
- with secondary, vocational school or college education - 70%
- with higher education - 25.4%

The respondents involvement in education were:

- combining work with studies - 4.8%
- studies - 2.0%
- did not study anything anywhere - 86.5%
- did not answer the question - 6.7%

As to their priorities in education, the respondents chose:

- foreign languages - 31.4%
- financial subjects - 13.2%
- general economic education - 12.6%
- personal computer literacy - 11.7%
- economic education in particular spheres - 11.4%
- Latvian (the language) -10.7%

- legal subjects - 8.9%
- arts and humanitarian disciplines - 5.0%
- entrepreneurial activities - 4.1
- pedagogy - 4.0%
- advertising and design - 4.0%

26% hoped to undertake higher education in the near future. Of this number of respondents, only 2.7% are able to pay for their education.

As for motives in the choice of profession, the choices were as follows in descending order:

- high salary or profit making - 8.979
- favourite occupation - 8.884
- becoming a real professional in the field - 8.421
- good working conditions
- prestigious social status

This and some additional survey data suggest that at present, preferences generated by personal welfare motives are more important than motives for an improved spiritual life and better personal education.

Modernisation of Adult Education

At present, in as far as adult education methods and forms of provision are concerned, the basic priority in Latvia is the acquisition and distribution of conventional adult education methodologies. As for modernisation, our greatest hopes are connected to the implementation of elements and techniques of distance education (DE) which might cover a broad spectrum of the population and provide the most up-to-date information and programmes. Several pilot projects in DE are being planned in Latvia for the near future.

The State of Research on Adult Education

As adult education (in the contemporary understanding of the term) is a relatively recent development and from the structural and organisational point of view it is at a very early stage, so too is research on adult education in Latvia only beginning. No detailed study on adult education research activities has been carried out before and there is no material to rely on; therefore the present survey aims only at highlighting two specific aspects:

1) pointing out the basic institutions and organisations concerned with adult educational research and development;
2) presenting the major areas of research work in the institutions concerned.

Institutions

- Department of Education and Psychology, University of Latvia;
- Teachers' Education Support Centre (the former Education Advancement Institute);
- Latvian Adult Education Association with its Adult Education Centre
- Adult Education and Pedagogical Centre, Faculty of Education at the University of Latvia;
- Higher School of Social Work and Social Pedagogics »Attîstîba«
- Department of Andragogy at the Latvian Academy of Agriculture;
- Department of Andragogy at the Teacher Training and Education Management Academy;
- Research Institute of Latgale.

At the Department of Education and Psychology, University of Latvia, a research project entitled »Further Education in Latvia, a comparative study« was initiated in 1992[5].

The main objectives of this research are:

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[5] The material on adult education research activities in this Department and the content of the research »Further Education in Latvia, a comparative study« here has been presented by assistant professor of the Department Tatjana Koke.

- to explore the development of further education in Latvia, including the legislative basis, management structure and variety of institutions;
- to define the main branches and functions of further education;
- to define the priorities of further education, to study the structure and nature of participants;
- to analyse qualifications and training opportunities for teachers of adults;
- to compare opportunities for further education in Latvia, Sweden and England.

During the investigation, it has been discovered that educational efforts in further education are directed towards the following:

- to contribute to the individual being able to form his/her own opinions;
- to develop independent national, political, social and religious consciousness;
- to promote the will for personal development;
- to inspire confidence in the individual's own abilities for influencing social development;
- to give the individual courage to act on the basis of his/her own interests, values and preconditions;
- to take an active responsibility for him/herself and to share responsibility in joint matters.

People have been offered opportunities to discuss and freely air their views regardless of how much they differ. Secondly, dialogue has been promoted among and within representatives of different classes, nationalities, political views, bearing in mind that in the majority of cases people should be taught to listen to their opponent instead of delivering monologues. Another important factor is to provide an understanding of the principles of market economy, language comprehension in both Latvian and foreign languages and familiarity with the basis of the legislation system. These factors are observed when organising training for the unemployed as well as for those who wish to continue their higher education or who simply want to spend their leisure time in an intellectual environment.

In order to satisfy these needs, the following types of adult education are available today:

- education for vocational, technical and professional competence. This aims at preparing adults for a new job or keeping them informed about new developments in a particular professional sphere; this kind of training takes place at vocational institutes, technical colleges, university level continuing education centres, in-service training centres in firms and trade union courses;
- education for political and social competence. This takes place in folk high schools, university level continuing education centres and public libraries; the Municipality Education Centre organises various short term courses for those who are employed by local municipalities;
- education on matters relating to health and family life. It takes place at cultural palaces, public libraries and via the mass media.
- education for self-fulfilment; thousands of people enjoy improving their skills in playing music, singing in choirs, dancing, acting, handicrafts and others.

The existing opportunities in adult education serve to fulfil the following priorities:

- to prepare people for fulfilling different roles in society;
- to offer opportunities for qualification and requalification;
- to preserve and create cultural values;
- to encourage people of different age groups to familiarise themselves with new information and technologies;
- to extend the spheres and aspects of communication.

The Teachers' Education Support Centre is basically concerned with studies on systemic and conceptual approaches in education in general, and in the continuing education of teachers in particular. This is done in cooperation with specialists from the Ministry of Education, with Riga City School Board Teachers' Continuing Education Centre and with the academic staff from the Faculty of Education.

The Latvian Adult Education Association has an important role in adult education research processes. Through its widespread contacts and networks the Association has become competent in many issues related to adult education and can easily determine the needs and priorities in adult education research. Working in cooperation with the Ministry of Education and with academic institutions, the Association has done an important study on adult education needs and the identification of priorities.

The Adult Education and Pedagogic Centre (within the Faculty of Education, UL) has carried out studies into teacher training methodologies (especially foreign languages teachers), on the aspects of training of trainers in adult education with the aim of developing a democratic society and on changes in adult education research needs in connection with modern developments in society.

On the basis of a completed TEMPUS project on teacher training (within the same Faculty), a new two-year TEMPUS project was initiated on the continuing education of teachers in academic institutions. Virtually every institution of teacher training in Latvia is involved in this. Although the TEMPUS project is an academic project, one can speak of systemic approaches in the continuing education of teachers and so of a good basis for prospective research in this field. Also the Department of Andragogy was recently established in the Faculty.

The Higher school of Social Work and Social Pedagogics »Attīstība« has conducted important studies on identifying the needs and priorities of various social (especially marginal) groups of the population. Another important study is being done on improving the organisational and operational structure of non-governmental social organisations.

The Department of Andragogy at the University of Agriculture is primarily concerned with methodological issues in adult education, comparative studies in adult education and distance education issues.

The Department of Andragogy at the Teacher training and Education management Academy has commenced work on comparative studies in adult education.

The Research Institute of Latgale has completed a study entitled »Developments in Economic Life and in the Labour Market of Latgale - Needs and Possibilities for Adult Education.«

The prospective Adult Education Research and Development Centre at »Attîstîba« and the Department of Andragogy at the Faculty of Education, University of Latvia, can be viewed as relevant adult education research units in future.

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Lithuania

Danguole Beresnevičiene[1]

Historical Background

The kingdom of Lithuania was founded in the first half of the 13th century. During the same period the first primary schools, first for children and later for adults, began to open. The formal education system was basically in place by the 16th century, with the founding of the University of Vilnius in 1579, in the Lithuanian-Polish Kingdom. The union between Lithuania and Poland was broken up in the 18th century by Prussia, Russia and Austria-Hungary. Three uprisings against the Russian occupation were staged (1794, 1830-31 and 1860) and all publication in Lithuanian was subsequently forbidden from 1864 until 1904. Teachers and pupils were punished for using Lithuanian. This situation led to the setting up of many secret primary schools for both children and adults all over Lithuania.

In 1918 Lithuania regained its independence as a democratic republic. One of the results of the period of Russian rule was that about one third of the population remained illiterate, and so the primary concern of the new independent government was to organise a system of education for adults. Evening courses were set up, and several new educational organisations began to arrange a variety of courses and evening schools and to open libraries. The first open universities and other adult education institutions were founded. An Adult Education Act was passed in 1939, and by 1940 the illiteracy rate had dropped to only 2%.

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[1] PhD, Ass. Prof, Institute of Education, Vilnius University of Education, Department of Psychology, Vilnius

However, the Soviet annexation of Lithuania in 1940 brought about a new phase of repression; all the adult education organisations were discontinued, active members were arrested or deported or were forced to emigrate to the West. Between 1940 and 1953 Lithuania lost about one million of its inhabitants. Those who remained put up a partisan and cultural resistance to the Soviet repression.

The cultural resistance made itself felt in the teaching of art, literature, music and science to adults. Many songs, books and research projects were officially banned. Nevertheless, secret issues of the »Chronicles of the Church« appeared, and broadcasts from the Voice of America, Free Europe and others acted as secret adult education »schools«. They gave people a better understanding of the real political, economical and cultural situation in Lithuania and provided a channel for making comparisons with developments in the rest of the world. In this way, they were able to keep both hope and the spirit of moral resistance alive.

General Societal Situation and Changes

In 1990 Lithuania regained its independence as a free, democratic Republic and the Declaration of Regained Independence took place on 11 of March, 1990. Soon after this declaration, the Lithuanian Parliament prepared the Constitution of the Lithuanian Republic. After the peaceful struggle against the Russian Army in 1991, many countries started to recognise Lithuania as a free, independent Republic and opened up Embassies in Lithuania. Many different political parties were established in the country during these years, and many movements began to emerge. Since 1990, more than 650 different voluntary organisations, clubs, associations and movements (educational, religious, political, vocational, etc.) have been registered at the Ministry of Justice and this number is still rapidly increasing. New elections to the Parliament of Lithuania were organised in 1992 and many of the political parties took part in these elections.

At the same time as these political changes, economic reforms also got underway. The creation of a free market was the main economic goal of the Lithuanian Parliament and various new laws were established in this field. The monetary system was reformed and the new Lithuanian currency, the »litas«, appeared in 1993. Numerous private companies, shops, private schools and factories were founded. Some international cooperation was established in the creation of the new infrastructure, with the objective of moving away from the former »orientation to the needs of the Russian economy«. Private companies started to look for international cooperation in industry, agriculture and other fields.

During the transitional period from 1989, the social structure of society also underwent a change. Before 1989 there were three social classes: workers, collective farmers and the intelligentsia. Their income was more or less the same. Nowadays there is more variety in the structure of society. Recently, the emergence of an upper social class with the largest income, a middle class and a lower social class with the lowest income (the unemployed and so on) has taken place. The latter class is supported by the state, but because the state itself suffers from budget deficits this support is more symbolic than real.

During its years of independence, the system of decision-making has also changed and Lithuania's Government and local municipalities are able to reach decisions within their areas of jurisdiction which was not possible before 1989, when decisions were made in the different Ministries in Moscow.

The Situation of Adult Education

The Position of Adult Education within the Education System

Educational reform in Lithuania. The creation of a new educational system in Lithuania was initiated in 1988 and the concept of a national school system was developed towards the end of 1988. Since then, Lithuanian teachers, scientists and artists have pooled their energies in an effort to create new curricula, textbooks and educational materials which are based on the unique national culture. The theoretical foundations of educational reform (types of schools, educational content, school regulations) have all been drawn up.

After the re-establishment of the Lithuanian state (11 March, 1990), the administrative structures (the Ministry of Culture and Education and the regional departments of education) were reorganised, the restructuring of vocational schools and colleges was started and changes were implemented in the Further Education system (undergraduate and graduate studies were reorganised and the law on Science and Studies was passed). A law governing Education in the Republic of Lithuania was passed which enforced the conceptual regulations of educational reform and created a legal basis for the restructuring of the education system.

The present phase of educational reform which, according to estimates, will continue until 1998, emphasises the creation of a life-long learning system in Lithuania. It covers formal and non-formal education and an expanded network of public and private educational institutions.

The main goals of these reforms are to help the individual to discover universal human values upon which he can base his life, to teach him to be able to think critically and independently, to make decisions responsibly, to adapt himself to the changing social and economic environment, to develop his national and cultural consciousness and to prepare him for democracy and the responsibilities of citizenship.

Adult Education represents the largest part of the life-long learning system in Lithuania and it encompasses people who are usually over 18 years of age and who are not studying in the sequential school education system.

The strategies for the modernisation of adult education are characterised by the voluntary selection of specific fields and training methods as well as by the creation of a flexible infrastructure which combines the systems found in other European countries with Lithuanian traditions and research into the current needs in adult education.

Administration and Legislation on Adult Education

In the first year of independence, the Parliament of the Republic of Lithuania prepared the Law on Employment for the people of Lithuania (passed on 13 December, 1990), which defined the duties of employers, the rights of employees and the financial assistance given to unemployed citizens, in particular the financing of training and retraining through the labour exchange.

Some issues raised by the organisation and financing of adult education were described in laws such as the Law on Ethnic minorities in the Lithuanian Republic (passed on 29 January, 1991) and the Law on Education (passed on 25 June, 1991) which defined the aims, the formal system of education and its financing, the regulations governing the establishment, reorganisation and liquidation of new state and private educational institutions, the duties and responsibilities of pupils, teachers and parents and the organisation and administration of education and international connections.

The law on Science and Studies (prepared on 12 February, 1991), defined the system of Further Education, its structure, the duties and responsibilities of scientists, the rules of the establishment of new state and private institutions of Further Education and the financing of studies and scientific work.

The law on adult education is still being prepared. The Regulation governing the Register of educational institutions was passed on 11 June, 1993. The Regulation governing the Establishment, Reorganisation and Liquidation of educational institutions was passed on 31 March, 1994. The law on local municipalities (passed on 7 July, 1994) described some aspects of the organisation of general, non-formal and complementary education for young people and adults. The law on the Administration of Districts (passed on 15 December, 1994) described some peculiarities in the establishment, reorganisation and liquidation of state educational institutions within the various districts.

The law on Vocational Education is being prepared and it is the focus of discussions among adult educators, the Ministry of Education and Science and the Parliament of the Republic of Lithuania.

The Organisational Structure of Adult Education

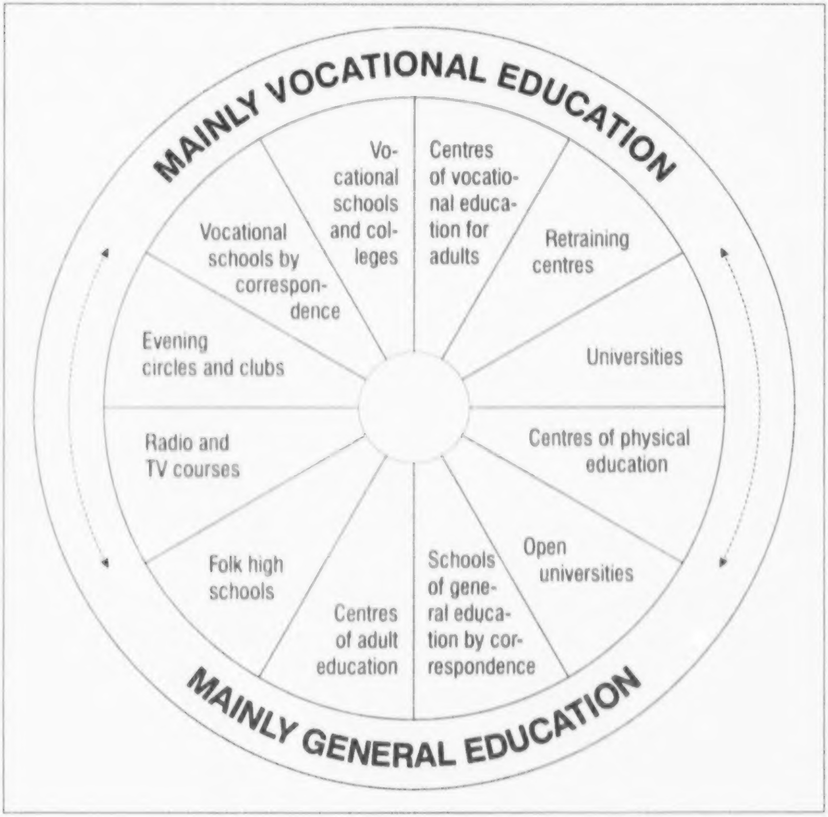
The situation in Adult Education if compared to the situation prior to 1989, is in a constant state of flux. The number of participants in formal adult education is rapidly decreasing, but the number of participants in non-formal adult education is rapidly increasing. During the last five years, more than 650 different voluntary organisations (educational, religious, political and others) have all been registered at the Ministry of Justice and this number is still growing rapidly. These organisations are setting up non-governmental schools, courses and libraries for their members as well as other kinds of non-formal adult education.

This can be explained by the fact that participation in formal adult education before 1989 was compulsory; people studied for an official certificate, for a diploma, while now, in the transitional period, the value of these qualifications is changing. Knowledge has become more valuable than this certificate, in particular a knowledge of foreign languages. Now adults are studying not only for their diploma, but for themselves, with the aim of developing their abilities, skills and learning, all of which are invaluable in this time of social change. This explains why among other course priorities, a need to study psychology also became evident.

The structure of adult education is also undergoing rapid changes. Former evening schools are being reorganised as adult schools and in 1994 two of them were reorganised in order to establish the first folk high schools in the country. The new organisational structure of adult education is being created according to the institutions described in the »General concept of education in Lithuania« (see fig.1).

The state plans to create educational institutions which will specialise in vocational and general education studies (see figure 1).

FIGURE 1: **Types of adult education institutions**


MAINLY VOCATIONAL EDUCATION
Vocational schools and colleges
Centres of vocational education for adults
Retraining centres
Universities
Centres of physical education
Open universities
Schools of general education by correspondence
Centres of adult education
Folk high schools
Radio and TV courses
Evening circles and clubs
Vocational schools by correspondence
MAINLY GENERAL EDUCATION

The main educational institutions (fig.1) which provide formal studies are the adult courses (classes) in general education schools, adult schools and special adult departments (evening and correspondence courses) in vocational schools, colleges and Universities or independent study institutions (adult education centres, retraining centres and others). Adult education is also available in other state-authorised and state-run establishments as well as private adult education institutions and teaching enterprises. Formal studies are regulated by the State Education Register. Employed persons may undertake retraining courses or improve their qualifications in different educational institutions.

Non-formal adult education encompasses all education (general and vocational training) which is not included in the State Register. This kind of education is characterised by various social needs which may include improving the individual's level of qualification and updating his or her professional skills, as well as the need for self-development such as cultural education, recreational activities and self-education. Non-formal education is offered by officially registered state and private educational institutions, clubs, libraries, museums, associations and organisations.

Infrastructure

The research into the situation in adult education (D. Beresnevičiene, 1994, 1995) describes how before the social and political changes in Lithuania, formal adult education (studies carried out at evening schools and via evening and correspondence courses at the Institutes of Further Education) was more popular than non-formal education. The latter was carried out mainly through the extensive network of public libraries and cultural centres (institutions, leisure time activities and work in various clubs) in rural areas, at the lecture clubs and Knowledge Societies in the towns and in central public libraries, Palaces of Culture and Sports, craft circles, song, dance and drama groups and literature societies for both children and adults.

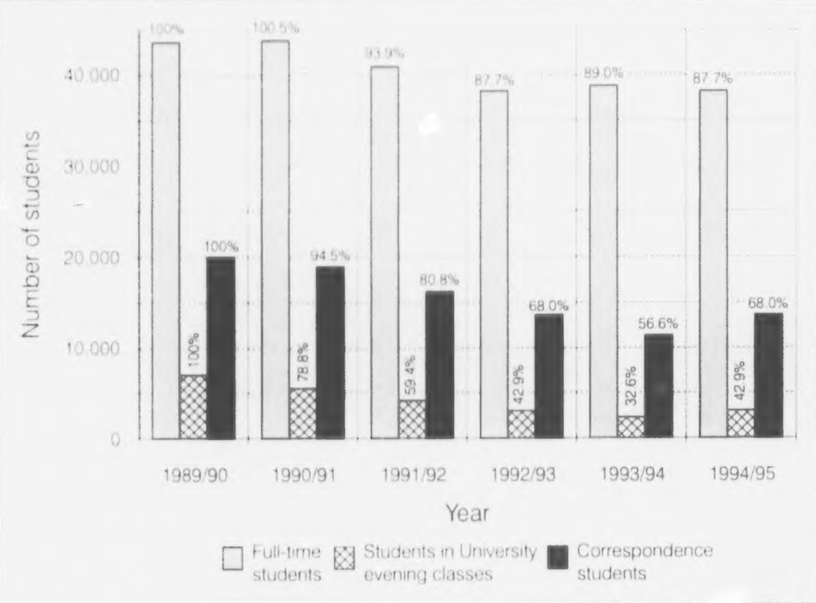
During the years since 1990, the needs of adult education are also changing. These changes have resulted in a decrease in the number of students in all formal adult education institutions during recent years. The number of students attending evening schools has decreased to less than half of what it was (see table 1).

TABLE 1: **Number of students in evening schools**

Academic year	Number of schools	Number of students		
		urban	rural	total
1989-90	61	5458	7144	12602
1991-92	32	3926	3338	7264
1992-93	30	3302	2571	5873

The number of students studying for a University degree (especially those attending evening classes) decreased to less than half, and the number of correspondence course students also decreased (see fig.2).

FIGURE 2: **Participation in Lithuanian Further Education 1989-1995**



Research was carried out in order to discover why students are leaving the formal adult education system, (D.Beresnevičiene, 1994, 1995). This research found that the main reason or motivation behind studying at the evening schools was the need to leave the sequential system of education for the completion of studies in adult schools. This decision was determined by the following factors: financial problems at home (57% of research respondents), self-reported poor achievements in ordinary daytime secondary schools (26%) and psychological problems at these schools (19%).

In spite of the fact that the number of people studying in formal adult education is decreasing, the need for continuing education remains significant. Participants in formal adult education will continue their studies, but they differ in their preferences of which form of study to choose. The most popular forms of study among the research respondents from the adult schools are the different courses offered by the non-formal adult education system. Among the most preferred courses are English courses, German, French, Italian and other languages as well as courses in art and psychology. The most popular form of studies among respondents after completion of their studies at evening and correspondence courses at the University was self-directed learning (60%) and various non-formal adult education courses (40%). Around 22% of respondents wished to undertake supplementary or in-service training after graduating and 7% were planning to go straight on to further degree studies (an MA or doctorate for example).

Financing Adult Education

Two types of formal and non-formal adult education are given particular attention by the state: adult education directly connected with the requirements of the labour market and the education of Government-assisted special target groups. The first of these includes the training of the unemployed and employer-initiated employee training. Training for the unemployed is financed by the state employment service bureau and employers pay for the training of the employees which they need. Training contracts are awarded to state and private educational institutions, including specialised retraining institutions, on a competitive basis. The second type of adult education financed by the state is that of special target groups (for example, handicapped persons, soldiers in compulsory military service and immigrants). The state finances the general secondary education of adults (Adult schools and former evening schools), while Further Education is partially financed by the state and partially by the students themselves. Vocational courses for the updating of professional skills are financed by the participants or their employers and they also receive a certain amount of support from the state.

Non-formal adult education (various courses in non-state, private institutions, cultural and other activities) is financed largely by participants. The State encourages and partially finances non-formal adult education (partly by minimising taxes on educational institutions).

Adult Education Needs

In order to identify the needs of Adult education in Lithuania and the needs which are catered for by the various Ministries, a special questionnaire was prepared and the respondents, representing the Commission of Education of the Parliament of the Republic of Lithuania, the Ministers and former Ministers of Education, the employees of the Ministry of Education and Science working in the department of adult and continuing education and staff working in the Ministry of Social Security and Labour and in the National Adult Vocational Training and Counselling Centre, the researchers carrying out research on adult education and the representatives of different research foundations in Lithuania all participated in this study. The data revealed that from the point of view of the different Ministries the main areas of concern in the field of adult education are as follows:

1. Functional illiteracy (cultural, civic, vocational).
2. Civic education of the population.
3. Training and retraining of the unemployed.
4. Vocational education for adults.

From the point of view of the researchers, the areas of concern in adult education are the same as those mentioned above, but also include the following:

a) Training of adult educators;
b) Preparing adults for changes and stressful events;
c) Development of critical thinking and preparing adults for democracy;
d) Guidance in finding the meaning of life and in improving their personalities;
e) Organisation of self-directed learning for adults.

Some Ministries are planning for a future growth in the need to undertake adult education, particularly where the unemployed are concerned, since it is inevitable that they will soon increase in number. The main needs caused by this will be as follows: vocational education, retraining and updating of vocational skills and professional knowledge.

The Modernisation of Adult Education

There are many projects for the modernisation of adult education in Lithuania. One of them - »Modern Distance Education in Lithuania« encompasses the legislation on Distance Education, the training of adult educators, the creation of an infrastructure for distance education in Lithuania, the preparation of curricula, teaching materials and the implementation of new teaching methods and research on adult education. This project is financed by the PHARE programme.

The other project for the modernisation of adult education - the »Formal Adult Education Module« deals with the preparation of curricula and the implementation of adult teaching methods. This project is financed by the Danish Government, the Lithuanian Government and other organisations.

The project aimed at the creation of a modern infrastructure of formal adult education in Lithuania comprises the reorganisation of the old formal adult education institutions into new poly-functional institutions for the education of adults. Some new institutions (such as folk high schools, adult education centres and others) are being created as a part of this project. The project is being financed by the Government of Lithuania as well as by other organisations.

The project for the modernisation of non-formal adult education in Lithuania is financed by the German Association of Adult Education. This project involves the establishment of a system of Regional Information Centres for Adult Education in eight cities.

Other PHARE projects which commenced in 1994 include the following:

- Creation of a system of vocational training for adults;
- The development of curricula and teacher training for the vocational education of adults;
- Management reforms within the system of vocational education etc.

The training of adult educators is an important part of the modernisation of adult education in Lithuania. The institute for teacher qualification upgrading organises courses for adult educators. In 1992 the Centre of Education of the Vytautas Magnus University (which was established in 1989 at the same time as the university was created, and which had been closed after the Soviet Annexation in 1940) began to organise summer schools for teachers and adult educators, focusing on new methods for the teaching of adults. The methods used by Professor V. Cernius and assoc. Prof. M. Teresevičiene at these summer schools include group learning, cooperative learning, self-directed group learning, »brain storming« and other methods suitable for adults. The main focus is the student-centred approach.

In 1993/94 Master's degree courses for teachers at the Centre of Education of Vytautas Magnus University were started and teachers were able to become acquainted with these teaching methods in the majority of their lectures. The lectures which took the form of group learning methods were given by associate professors among whom were M. Teresevičiene, D. Beresnevičiene and G. Linkaityte.

New projects emerged which aimed to create a department or a centre of Andragogy at the Vilnius University of Education, but these are still under consideration.

A considerable number of adult educators (about 300) were given the opportunity to study for the improvement of their qualifications and to become familiar with teaching methods for adults at institutes in various Scandinavian countries or in Lithuania itself with guidance from adult educators from Scandinavia. This was arranged through the Ministry of Culture and Education.

The State of Research on Adult Education

Institutions

The following institutions are conducting Research into Adult Education in Lithuania:

University Departments:

- Centre of Education of the Vytautas Magnus University. Postdoctoral research on Group Learning Methods for Adult Education is being carried out here by Prof V. Cernius and assoc. Prof. M. Teresevičiene. Postdoctoral research into vocational education for Adults is being conducted by assoc. Prof. R. Lauzackas and postdoctoral research on the values, learning motivations and expectations of adult students and teachers is being done by assoc. Prof. D. Beresnevičiene.
- Department of Psychology of Kaunas University of Technology. Postdoctoral research on the psychological problems of unemployed people is being conducted by assoc. Prof. N. Petkevičiute and assoc. Prof. V. Kasiulis.
- Department of Education of Vilnius University of Education. E. Treciokiene is conducting doctoral research on comparative studies of non-formal adult education in Denmark, Germany and Lithuania.

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- Department of Foreign languages of the Kaunas Faculty of Humanities at Vilnius University. J. Taruţskiene is researching the system of further education for adults.
- Department of Management of Kaunas University of Technology. Doctoral students here are conducting research on adult education.

Research Institute Departments:

- The Department of Research on Educational Reforms at the Institute of Pedagogics of the Ministry of Education and Science of the Republic of Lithuania. Two research projects on adult education are being conducted here. E. Trečiokiene is conducting a doctoral research project on non-formal adult education in Lithuania and D. Beresnevičiene is conducting postdoctoral research on psycho-educational assumptions about life-long learning in Lithuania.
- Institute of Philosophy, Sociology and Law. A group of researchers at this institute are continuing their longitudinal study on the values of young adults.

Non-university based research is being conducted at the following institutions:

- 1. National Adult Vocational Training and Counselling Centre of the Ministry of Social Security and Labour. Research on the organisational problems and updating of vocational education teaching methods for adults is being carried out by Ralys Gražvydas.
- Department of Continuing Education of the Ministry of Education and Science. Research is being conducted on the Politics and Legislation involved in adult education (under the UNESCO project) by E. Normantas.

Priority Themes

In order to identify the priority themes in the search for financial support and the general priority themes, a special questionnaire was prepared and the respondents, representing the Commission of Education of the

Parliament of the Republic of Lithuania, the Ministers and former Ministers of Education, the employees of the Ministry of Education and Science in the department of adult and continuing education and the staff working in the Ministry of Social Security and Labour in the National Adult Vocational Training and Counselling Centre, the researchers carrying out research on adult education and the representatives of different research foundations in Lithuania all participated in this study.

The respondents were asked to place the themes mentioned in the SASREA-CEEC questionnaire in order of importance.

A. Priority themes by financial support (see p. 294)

The data revealed that from the point of view of the State the most important themes in terms of financial support were the development of human resources, adult education needs, the labour market, employment, civic education, adult education and democracy and vocational education (see table 2). It can be seen that there were differences among the priority themes of different Ministries. The Ministry of Education and Science was more concerned with the following themes: human resource development, adult education needs, civic education and adult education and democracy. From the point of view of the Ministry of Social Security and Labour, priorities for financial support were the labour market, employment, vocational education and human resource development.

According to the »social partners«, the most important issues are the development of human resources, the labour market, employment and the accessibility of adult education. International foundations (the Soros foundation etc.) which provide support for research, are involved in a selection of projects, depending on the quality of the project and their various priorities, such as civic education, adult education and democracy, modernisation, new forms, methods and society, social development and economic growth.

Other sources (such as the State Foundation for Research) are financing projects according to the same criteria as the Soros foundation and their priorities are as follows: human resource development, adult education needs, civic education, adult education and democracy.

B. General priority themes (see p. 295)

The most important general themes (see table 3) according to all respondents were as follows: the development of human resources; labour market and employment; system and policy; accessibility of adult education; modernisation, new forms and methods.

According to the State (the various Ministries) the most important general themes are human resource development, adult education needs, civic education, adult education and democracy.

From the point of view of parliamentary members of the Commission of Education, general priority themes included the labour market, employment, accessibility of adult education, system, policy and vocational education. Other issues such as human resource development, modernisation and functional illiteracy were also mentioned.

Unlike the state, researchers are more interested in system and policy, theory and concept, human resource development and the modernisation of adult education, as well as in trying to find new forms and methods for teaching adults. The administration of the providing institutions tends more or less to share the same views as the researchers: they emphasise theory and concept, the accessibility of adult education and young adults and their employment and education.

The international bodies focus on themes such as civic education, adult education and democracy, the modernisation of adult education and society, social development and economic growth.

C. Priority themes by period (see p. 296)

Among the priority themes by period (the starting point is 1989), there was, according to all the respondents, only a very small amount of research on adult education before the changes and some respondents even said that there was no research at all on adult education in Lithuania before

1990. Our data (questionnaire answers) revealed that, prior to 1988, there was a certain degree of interest in adult education from the point of view of researchers and of the Ministry of Education, in spite of the fact that there were no national or international foundations for research in Lithuania before 1989 (see table 4). In comparison with the situation before the societal and economic changes, a strong increase in research has emerged in recent years. Many researchers became interested in carrying out research on adult education particularly when the Lithuanian Association of Adult Education was established.

Before the political changes occurred, the Ministry of Education concerned itself with systems and policies, formal (school) education and vocational education. Researchers were more interested in formal adult education and culture and in 1988 an interest in the theory and concept of education began to appear. In 1988, when the movement known as *Sajudis* was formed, educational reforms were initiated and the concept of a national school system was developed. The researchers' main concern, and that of Ministers and other people working in the Ministry of Culture and Education as well as in the Institute of Pedagogics and other institutions, was the creation of the theory and general concept of education and adult education as a part of a life-long system of learning.

If before 1990, when Lithuania was part of the Soviet Union, the Lithuanian Ministry of Education was more concerned with themes such as the systems and policies of education and formal (school) education which was compulsory even for adults without a secondary or vocational education, after independence the State became more interested in theory and concepts and human resource development rather than the systems and policies of adult education. Ministries became concerned-with the needs of adult education and the accessibility of adult education for its participants.

While during the period prior to the changes, researchers placed greater emphasis on the study of formal (school) education, they now prefer to focus on the theory and the improvement of the concept of education, on finding more suitable forms and methods for the modernisation of adult education and on research on the labour market and employment, vocational education, young adults and the history of adult education (especially the history of adult education in Lithuania). Some researchers were even asked to carry out research on the models and systems of adult education in other European countries, to study Lithuanian traditions in this field, to analyse the present situation of adult education and to suggest a model of formal and non-formal adult education in Lithuania according to the findings of their research. With this aim, the special department of continuing education was created in the Institute of Pedagogics and two researchers (Ms E. Trečiokiene and Dr D. Beresnevičiene) commenced studies on the issues suggested by the Ministry of Culture and Education.

TABLE 2: Priority themes by financial support (A) [2]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception				
2	System, policy	x			
3	Society, social development, economic growth	x	x	3	
4	Culture, quality of life				
5	Labour market, employment	3	2		
6	Human resource development	1	1		1
7	Formal (school) education				
8	General (non-formal, popular) education				
9	Vocational education	x	x		
10	Needs for AE	2		2	
11	Accessibility of AE	x	3		
12	AE organisations, providers				
13	Modernisation, new forms/methods	x		2	
14	Characteristics of participants, adults as learners				
15	Target groups				
16	Civic education, AE and democracy	3	x	1	3
17	Young adults		x		
18	Education of the elderly				
19	Comparative education				
20	History of AE				

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[2] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes generally (B)** [3]

THEMES		State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception				2	1	
2	System, policy	x	3		1		
3	Society, social development, economic growth	x	x	3	3		
4	Culture, quality of life						
5	Labour market, employment	x	1	1	x	x	
6	Human resource development	1	x	2	3		
7	Formal (school) education						
8	General (non-formal, popular) education						
9	Vocational education		3				
10	Needs for AE	2			x		
11	Accessibility of AE	x	2		2		
12	AE organisations, providers	x					
13	Modernisation, new forms/methods	x	x		3		2
14	Characteristics of participants, adults as learners				x		
15	Target groups						
16	Civic education, AE and democracy	3			x		1
17	Young adults				x	3	
18	Education of the elderly						
19	Comparative education				x		
20	History of AE						
21	Functional literacy		x				

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[3] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 4: Priority themes by period (turning point is 1989) (C) [4]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception		1	x	1	1	1		
2	System, policy	2	3	x	x				
3	Society, social development, economic growth								3
4	Culture, quality of life			x					
5	Labour market, employment				3				
6	Human resource development		2						
7	Formal (school) education	3		3		2			
8	General (non-formal, popular) education								
9	Vocational education	x			x				
10	Needs for AE		x		x				
11	Accessibility of AE								
12	AE organisations, providers								
13	Modernisation, new forms/methods				2				1
14	Characteristics of participants, adults as learners			x	x				
15	Target groups								
16	Civic education, AE and democracy		x				2		2
17	Young adults				x				
18	Education of the elderly								
19	Comparative education								
20	History of AE				x				

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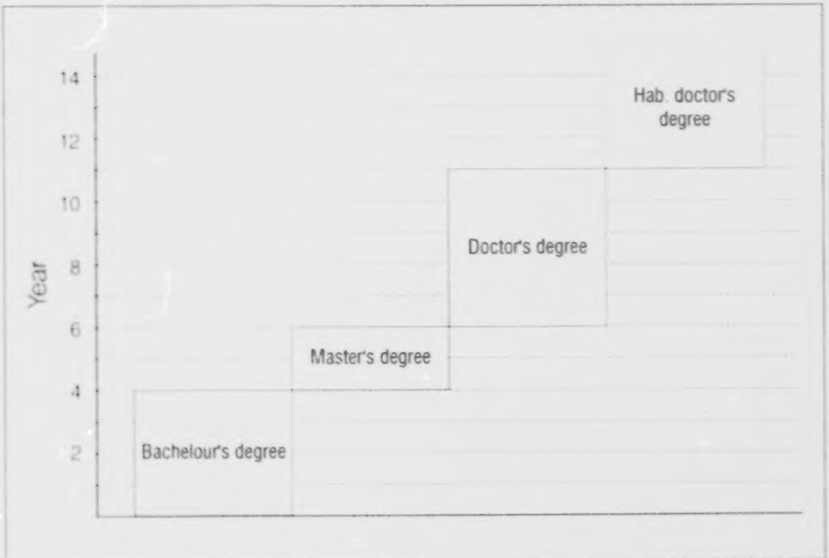
[4] Numbers rank the priorities, x means the priority is taken into consideration.

Funding

Research finances are different at different levels. Since 1990 the following degree courses have been available in the Lithuanian system of Further Education: Bachelor's, Master's, Doctorate and postdoctoral degrees (see figure 3).

FIGURE 3: **Degree courses available in the Lithuanian system of Further Education**



Postgraduate research (for a Master's degree) is financed by the Government; full-time students receive scholarships for their studies if they are not in full-time employment. Financial assistance for research carried out by doctoral students is organised through scholarships available from the Government which are regulated in the same way as the Master's degree. Postdoctoral research (for a postdoctoral »habilitation« degree) is not financed by the State. Consequently some postdoctoral researchers look for financial assistance from different foundations which have appeared in Lithuania since 1989. There are two such foundations: the Soros foundation and the State Foundation of Research (founded in 1994).

Everybody interested in conducting research is eligible to apply for financial support from the recently established State Foundation of Research. This foundation selects research projects according to the quality of the research. The evaluation of the project is performed by the Council of Science or by other experts who are all invited to the evaluation of projects.

The Soros foundation was created in Lithuania during the recent years of change and its programmes change every year. At the beginning of its work, the foundation gave financial support to researchers travelling to International Congresses after their experts had evaluated the applications received. (The main selection criteria was that the researcher himself had already found a source of some finance.) In the autumn of 1990, the Soros Foundation announced financial assistance for the project called »Education for the future of Lithuania«. This assistance would take the form of grants. As part of this project, many researchers prepared new curricula and textbooks for secondary school students.

Financing support for the publication of monographs or textbooks for University students can be obtained from the Council of Science of Lithuania after their experts have carried out an evaluation of the quality of the materials prepared.

The research conducted at various research institutes or non-university based institutes is financed by the appropriate Ministries. The research conducted at the Institute of Pedagogics is financed by the Ministry of Education and Science. The research conducted at the Institute of Philosophy, Sociology and Law is financed by »social partners« and the Ministry of Social Security and Labour. Research conducted at the National Adult Training and Counselling Centre is financed by the Ministry of Social Security and Labour or by different »social partners«.

The Organisation of Research

There are no systems for carrying out inventories of research work, but all dissertations and books by Lithuanian authors can be found in libraries (under the author's name). Some institutes issue a yearly list of titles of works published by its researchers (the Institute of Pedagogics is an example of this).

There are no citation index systems in Lithuania. Research data published in Lithuanian is inaccessible as far as foreign readers are concerned. In spite of the changes in publishing (many journals now publish abstracts in English), Lithuanian research data is not included in American database systems such as the PsycLit or Eric systems.

The most important way of obtaining funding for the publication of research (monographs) is by applying to the Council of Science; articles are published in different national journals as well as in various International journals.

A lot of conferences in different fields (such as Psychology and Education) were organised in the Baltic states as well as various forms of research cooperation. Because of the economic problems, it is becoming increasingly difficult to participate in international conferences. In order to be able to have the opportunity to participate in international conferences, it is necessary to apply for financial assistance to different foundations in different countries (the organising committee, for example) and to obtain a grant. Neither the universities nor the research institutes are able to cover the expenses of the trip or the researcher's registration fees.

Another problem encountered by researchers is the poorly functioning system of information. It takes a great deal of time to locate the relevant literature and it is particularly difficult to obtain literature on adult education. There is the UNESCO room in the library of Vilnius University, but the library does not have scientific journals on adult education.

Learning foreign languages is very popular in Lithuania and the majority of people involved in non-formal adult education study foreign languages. It is very expensive to translate data into English or German and consequently everybody is eager to acquire a good knowledge of the language himself.

There are no arrangements for appraisals nor for the continuing professional development of experienced researchers. Everybody working in the University is formally permitted to take four months every five years for professional development and during this time they are paid by the University without being obliged to teach. They are therefore able to carry out research, to write books and to use our libraries.

The Lithuanian Association of Adult Education was set up in Lithuania and many researchers carrying out research in this field became members of this organisation. New researchers, particularly doctoral students, were given encouragement to carry out research on adult education.

The findings of research on adult education is published in the following national journals: »Shool« (in Lithuanian), »Pedagogy« (in Lithuanian with abstracts in English), »Psychology« (in Lithuanian with abstracts in English), »Questions of teaching and upbringing« (in Lithuanian, some articles in English and all abstracts are in English). The information periodical called »Self-education« published by the Lithuanian Association of Adult Education recently appeared in Lithuanian.

Various forms of cooperation between university based researchers in Lithuania and those in other European countries are only now in their initial stages. In the future it will become possible to set up this kind of cooperation through the PHARE or TEMPUS programmes.

Conclusions and Developmental Trends

General Conclusions

- If compared with the period before the transition, research activities in Lithuania are on the increase. More researchers, especially young researchers (studying for their doctorate degree) are choosing adult education as their area of research. More projects on the development of adult education within the country have also emerged.

- In spite of the lack of scientific journals and literature about adult education, changes are also occurring in this area. University libraries are receiving more and more international journals on psychology and education in general. New periodicals on adult education (such as »*Self-education*«) have appeared.
- The infrastructure of adult education in Lithuania is rapidly changing. These changes are determined by the Government of Lithuania and by private initiatives. The Government is concerned with the creation of a modern system of formal adult education and various new voluntary or profit-making organisations are establishing more institutions for the non-formal education of adults.

General proposals

- It is necessary to create a system of information which is based on European levels and standards. All published materials or at least the abstracts of dissertations which are completed in Lithuania as well as in other East and Central European countries should be made available to the English reader through the setting up of the PsycLit or Eric or any similar system of Information.
- It would be very useful if information about the names of authors and topics of research on adult education was made available to researchers throughout Europe (at least). It would help to have more contacts and more cooperation within the field of research in the future.

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Republic of Moldova[1]

Didina Rogojina[2]

Conclusions and Developmental Trends

The problems within the separate field of adult education have yet to be resolved. We hope that towards the end of 1995 the Law on Education will be adopted and that the National Programme of Development of Education in the Republic of Moldova (for the period 1995 - 2005) will be approved. The following projects are proposed as part of this programme:

1. Formulating and adopting the »Law on adult education«, 1995 - 2005.
2. Formation of departments within the framework of the Ministry of Education and the Ministry of Labour will be carried out in accordance with state policy on adult education, 1995 - 1997.
3. Elaboration of a special programme for the formation and development of an adult education system, 1995 - 2000.
4. Organisation of research and various programmes in the area of adult education, 1995 - 2005.

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[1] Due to the fact that the national report is rather incomplete and does not provide any suitable answers to the issues on the research work, the editor decided to include into publication merely the entire part of the text dealing with adult education developmental tendencies in Moldavia, entitled Conclusions and Developmental Trends.

[2] PhD, Institute of Pedagogical and Psychological Sciences, Chişinău

5. Opening of study institutions (evening schools, training centres, public universities, consultative centres and others) and the establishment of a special status for these institutions according to accreditation and attestation licences, 1995 - 2005.
6. The organisation of social investigation services related to the dynamics of studies and adult education at a local and a national level, 1995 - 2005.
7. The adoption of rational and favourable economic measures in order to encourage companies to provide training for their staff, 1995 - 2005.
8. Organisation of a system of training and requalification for adult education teachers through the study of basic andragogical issues, within the university framework, 1995 - 2005.
9. Elaboration of a legislative basis and normative system for the adult education institutions.
10. Designing and initiating models of new types of adult education institutions (productive scientific training centres, international centres and special business and management centres).
11. The creation of specialised institutions for disabled persons and senior citizens which would combine study activities with rest; institutions of tourism.

Poland[1]

Izabela RatmanLiwerska[2]

General Societal Situation and Changes

We are experiencing the effects of the economic and socio-political changes taking place in the former socialist countries of Europe. In the new military, economic and social reality, reforms were undertaken to bring our country up to the standards of Western Europe. As a result of the substantial political, economical and social transformations which took place in our political elite in 1989, a decision was taken to include Poland in the European Community as early as 1991. The Community is not only the most important market for Polish goods, but also the main source of investment capital, modern technologies and know-how. Membership of the European Community implies not only intensification of trade and economic ties, but also the beginning of adjustment of the Polish economy, legal regulations and many other areas of life to the rules and regulations in force in the analogous areas in the Community.

The idea of joining the European Community, based on traditional economical and trade ties, was easily accepted by the society, especially in the area of social politics. Our cultural and ethnic roots are linked. The Polish nation wishes to play an active role in civilisation and the cultural development of mankind, rediscovering its national identity. Of course, we do not want to conduct an aggressive arms race policy, as is the case with some of the former Yugoslav states, where inflated religious and ethnic conflicts reinforced by arms dealers have led to the unleashing of the evil forces of war.

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[1] The editor put together the present text by merging two author's reports respectfully.

[2] PhD, Warsaw University, Branch Bialystok

We have come through the dismal period of Stalinism and the euphoric moments of declarations and attempts to reform the socialist system which, in fact, could not be reformed. We are struggling (with mixed consistency) with the remains of totalitarianism and the arrogance of the authoritarian government. Feeling the pathos of great change, we often reject all that which we can be proud of, although the reason for our pride occurred in a previous era. However, some of us had sufficient common sense, the ability to compensate and the willingness for voluntary service to be able to take advantage of these features and utilise them in a good cause and for higher values. I am thinking here of the uncompromising leaders of associations and political parties, labour unions, and women's and youth organisations, who brought to life lofty ideals, while at the same time jeopardising their reputation in the eyes of the higher authorities. These social workers were active in the social sector of the previous era and are also active in today's new structures.

To the frustrated Polish society, the implementation of market reforms and the creation of a new social order based on private ownership, competition, deregulation and guaranteed civil rights and democratic participation have become most important. At the same time, we are implementing economic and political reforms, striving to transform the previous socialist system into a more desirable parliamentary democracy emphasising the following features of this form of government: democracy, pluralism and liberalism. Political aims are supplemented by economic aims, because these are conditions for success. The new economy is to be open to the world, autonomous, not conditioned by politics, and should take into account competition between many entities, which replace monopolies, and which are regulated by market laws and the principles of rational functionality. In the area of reform of the political system, the perspective that we should rely on, which has been proven

correct - West European models - have become dominant. We should implement the democratic, liberal, market model in a rapid, rigid, shock manner - even at the cost of social discontent.

In sociological theories, law and ownership reforms and democracy condition one another, very often adopting a catastrophic dimension. Reality causes problems stemming from inflation and unemployment. In an unbalanced situation between government policy and social aspirations, conflicts of interest, frustration and rejection of recommended models occur. Theorists, as well as common citizens, question to what extent the reforms introduced lead to development. In addition to the clarity of prospects, the possibility of social allocation becomes important.

Witnessing the social transformations taking place in Poland, one must notice their transitional features. This period may be characterised by a specific dynamism and a specific logic leading to transformation. According to the sociological laws, two reforms are underway simultaneously: constitutional and economic. The institutional framework for the mechanisms of allocation and redistribution has been created, but at the same time political conflicts break out which block reforms. Strikes effectively paralyse reforms.

Initially, experts interpreted changes taking place in Poland using the standard model of »transition to democracy« and macrosystem studies indicating the importance of 1989, when free elections to the Sejm and Senate took place, and when the cabinet of Tadeusz Mazowiecki was established. The immediate future has shown that it is difficult to separate the old, decaying system from the new system postulated by an impatient society. Both constructive and spontaneous processes conditioned by social attitudes and expectations coincide in the transformation process, and may become the vehicle of dynamic change.

Newer research based on qualitative methods stress the permanent variability of social processes, their differentiation of strength and local conditioning. Society undergoes a »transformation« and can not be represented by strictly defined models. Polish transformations feature asynchronicities, where changes in administration do not necessarily correspond to changes in the economy and especially changes in social consciousness. A tragic aspect, with its basic notion of conflict, openness and jumps, is also a characteristic feature of these transformations.

In a sociological analysis, we deal with interpretations of change as a process with a dynamic sequence of transformations of society from systemic identity to organisational diversity. In social movements, we also see the beginnings of an institutional network of interest groups, both community and regional, a process of »civil maturation« and new features of social consciousness. On its path to self-organisation, society experiences numerous detours stemming not only from the chaos of the post-communist period, as was previously thought, but from the arrangement of new differentiations in the social structure of our country and also from the pressure of external conditions. Our basic conflict is considered to be the discrepancy between the changes imposed in a technocratic fashion and changes exhorted democratically.

Evaluation of political changes depends to a large extent on the improvement or deterioration of material conditions. The attitudes of Polish society in the period of transformation are ambivalent. Research has shown that people perceive the positive as well as the negative aspects of the changes taking place. They also see the good and the bad sides of the strengthening of government institutions. Decommunisation has much weaker support today. Data shows that the most significant changes in Polish public opinion towards state intervention and the free market took place in the years when solidarity was establishing itself and were the result of a psychological revolution, whereas since 1991, changes have been minimal. By way of contrast, negative attitudes toward unemployment, the free market and the methods of introducing privatisation were strongly marked.

In spite of differences in evaluation, recent achievements in the transformation of the Polish economy are not in question. In 1993, 50% of the workforce was employed in the private sector. However, budget revenues turned out to be insufficient and lower than expected. This is caused by the so-called »grey sector« of unrecorded incomes. The main barrier to privatisation is social resistance. The programme of change, initially accepted enthusiastically, is today heavily criticised. Difficulties during the transitional period shattered the hopes for dynamic development of the country and improvement of the quality of life. Irrational opinions are expressed. The gap between the government and society is widening. Research into the value system of Poles shows that the most accepted values are: equality and social protection, not civil freedoms. The government elite is perceived as an alienated political force. The privatisation dogma implemented desperately is seen through the prism of social costs. The social and economic preferences of Poles seem to sociologists to be closer to the concept of the protectionist state.

The association of Poland with the European Union creates possibilities to solve urgent social problems. Cooperation is expected in these matters, covering employment, working conditions, legal regulations, education and training, which are important to the transformation of the field of adult education, social insurance, protection against accidents and occupational illness, work hygiene, the right to organise unions and collective bargaining between employers and employees. Since 1982, programmes for equal opportunities for women have been created, taking into account the struggle against wage and employment discrimination against women. In 1991, a third five-year programme devoted to equal opportunities for women was launched. However, there is a long way from the introduction of a programme to its implementation. Polish women are discriminated against in many ways, deprived of work and limited in their human dignity by laws and regulations.

Cooperation in education is defined in agreements between Poland and European Union countries. Much attention has been paid to this area. The activity was, however, begun as late as 1970, when the European University in Florence was created. An information system in education, language programmes, student and academic exchanges, staff and teacher training, youth training (PETRA), adult training (FORCE) and other more strictly defined cooperation in spreading knowledge were initiated. The most visible results of this cooperation are to be seen in the capital of the country; however not much has been done in the provinces, which are poor in educational facilities, staff and trained educators. At the moment in Poland, no form of education in the area of training adult educators is planned. Most desirable for educational work is a good organiser and not a trained specialist.

The Situation of Adult Education

Administration, Organisational Structure, Legislation and Financing of Adult Education

In the latest formulations, adult education in Poland is interpreted very widely, both as teaching and spreading culture. Increasingly, it is considered a social activity of an individual or spontaneous character, aimed at the intellectual, ideological and aesthetic development of adults. Adult education tends towards raising the level of social groups and individuals as far as culture and the socially established value system is concerned.

By dint of the postcommunist direction of changes in Poland, one can observe in the field of adult education a broad organisational liberalisation and transfer of initiative from government to municipal institutions, political and religious movements, socio-cultural centres and individuals. The characteristic feature of these changes is the tendency for transformations corresponding with current and future environmental and social, in the broadest sense of the word, needs. This means that these are the needs for a pluralistic democracy, a market economy and decentralisation of institutions and discretionary means. In line with the gradual raising of the educational level of our society, all supplementary educational functions are declining and systematic non-systematic technical education is becoming increasingly important. The importance of the media in the sphere of adult education is also growing.

In publications in the last few years, the systematic and indoctrinating character of Polish practical solutions in adult education from the socialist era are strongly criticised. Similar attitudes are characteristic of other post-communist countries. The most criticised aspects are the limitations and ideological features of the former monocentric system.

Józef Półturzycki, for example, writes: »After the war in Poland, not only were people's universities liquidated, but the Institute of Adult Education (Instytut Oświaty Doroslych), which survived the war as an underground institution, was dissolved. Wolna Wszechnica Polska was closed, educational associations were dissolved, educational journals which flourished right after the war were liquidated, and consulting institutions were closed. In this unfortunate shaping of the new educational system, educational renegades from circles of teachers, librarians and even research workers took part.«

In the dark period of Stalinism, this indeed took place. However, are teachers and cultural workers - who for low wages struggled against illiteracy and propagated books, journals, knowledge, theatre, music, sports - to be blamed? Education and culture were accessible to all and were very cheap, unlike today, when culture for the elite is consequently popularised, which leads to limited mass culture. Representatives of our elite explain on television (Deputy Minister of Education for example) that education is not for all and schools should be supported by fees from students. At a time when education and knowledge condition personal and social development, restricting access to them by creating further barriers effectively degrades the despised masses and shapes a narrow elite of decision makers for the new system. What then is the situation with this so-called entering into Europe and social transformation in the democratic spirit?

Until 1989, the educational department of the government used to coordinate all activities involving adult education. Central planning and the unification of programmes were compelling. In the new period, the sphere of adult education is created by such factors as: demand for educational services and a free market in qualifications, government education policy in the face of unemployment, employment, the need for changes to the structure of production, the development of the social and private sector of adult education and also research work on adult education dependent on the agreement of professional researchers in the area of andragogic paradigms. We can also observe the reorientation of traditional educational policy towards the needs of either local or international markets. However, the sphere of marketing and banking is dominant in all areas of education. Some of the trends can be seen from the dates. All the matters concerning adult education practice are regulated by Polish law under the »Act of 7 Sept. 1991 on the system of education« and the »Act of 28 Feb. 1992, on amendments to the Act on the system of education«. Many ideas are included in »instructions«, »dispositions and decisions« of the Ministry of Education. The Ministry plays a superior role, though different organs giving advice and opinions and taking decisions exist at the government level.

Legal regulations published by the Ministry of National Education in 1992 and 1993 in the form of several tens of decrees, specify the scope, content, form and methods of organising activities in schools for adults and external exams in adult education institutions. As in the period 1945-1989, today these regulations are basic to the structure of adult education institutions. In addition to the newly created organisations, there are those resurrected from before the war. These schools are of different types and levels, general and vocational, intramural, extra-mural and external. A recently introduced innovation is the non-public school created by individuals, where fees are paid by students. All public institutions are free of charge, are run by the state administration and supply formal certificates. The national budget finances them. Non-public institutions do not have such power and are only supported by the state to a small extent.

Given the real state of affairs in the field of socially established forms of educational and cultural work in Poland, one can find among organisational forms:

- Learning
- Cultural participation
- Recreation

These different domains are organised in institutions under the auspices of the government, municipality and social organisations. Educational and cultural functions are being carried out with the help of the equipment and personnel of trade unions, socio-cultural societies and educational associations, schools, clubs, community centres and churches.

Included among extra-school institutions are the highly popular continuous training centres, despite the fact that in some provinces (e.g. the Bialystok Province), they are non-existent. In 1992, the first National Centre for Extra-mural Education (Ogólnopolskie Centrum Edukacji Niestacjonarnej) based in Warsaw was established. The Ministry of National Education has direct supervision over the Centre. Its main aim is to coordinate, organise and popularise continuous education through a system of distance learning. The centre may establish branches all over the country. Extra-school institutions may be administered by social organisations, that is by educational associations, cooperatives, foundations, companies and individuals. The local school superintendent's office in particular provinces issues licences for establishing and running courses. The local school superintendent's office registration enables the acquisition of formal certificates. The main drawback of this voluntary arrangement is the fact that participants have to pay fees.

Polish law more generally than before 1989 regulates the organisation of the school year, the setting of exams, the formulation of guideline teaching plans, and the fees and status of established institutions. Collected information concerning the possibilities of teaching, instructing and educating by different promoters are available in information leaflets issued by the Ministry of Education. These leaflets are valid for the next few years. However, every year, all the changes in the whole educational network, changes in teaching and in the addresses of agencies are included in the leaflets. There is no legal act on adult education, even though it has been prepared for introduction.

In the state educational policy, adult education is not strongly supported. This year, the Department of Continuing Education, part of the Ministry of National Education, was liquidated. Treated as a relic of communism (an attitude expressed by a number of people in the Senate), this area of adult education was handed over to citizens and can now develop into a variety of forms according to the talents of the managers and depending on the affluence of course participants, who pay out of their own pockets. In our country, the most effective institutions are those providing education financed by European and non-European educational associations supported by the European Union. Thanks to the support from American, British, German and other Western European representatives, a dynamic educational initiative movement may develop. The Catholic Church also plays an important role in adult education, spreading the extent of evangelisation in all communities, including higher educational institutions. In contrast, the Protestant Churches (Baptists in particular) undertake educational work with disadvantaged groups.

The Minister of Education coordinates and implements the educational policy of the country, supervises the activity of custodians and acts in conjunction with other organs and organisational units. The Educational People's Council can exist alongside the Ministry of Education, which as a public body is intended to provide opinions and proposals in the field of education. Schools and public institutions operate under the protection of ministries, government administration bodies or local administration of municipal councils as budget units. Schools and non-public institutions can be established either by corporate bodies or individuals after registration at the school superintendent's offices. The government may cover the costs of such institutions from the budget up to 50% of current expenses. The proportion of current budget expenses going on staff development institutions have shown the following trend: 1980 - 0.7, 1985 - 0.1, 1989 - 0.1 1990 - 0.0 (*in percent*)[3].

While schools can rely on scarce government funds, commercialisation dominates in the field of non-school activities. Only those forms with good income can develop. Some payments have been introduced for participation in some activities organised in the socio-cultural sector. The number of institutions of traditional socio-cultural work has also declined. In local areas, only those which are either ideologically based or are run by parish church remain. The church has intensified its didactic and protective influence in the numerous new structures.

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[3] Rozwój oświaty doroslych w Polsce w latach 1990-1991, Raport MEN, Warszawa 1992, p.47-51.

In the transformation of Polish society, adult education could become an essential parameter of change in the areas of consciousness, management, structure of the economy and general humanistic dimensions, if central policy considered not only the problems of financing the education of disadvantaged groups (unemployed, women, disabled, old people), but also training of qualified staff who would be able to cope with the hardships of improving qualifications and increasing the knowledge and culture of the whole society. Staff should be trained in higher education institutions and by adult education associations. The latter, at present, deal more with youth than adult education within the narrow scope of vocational training.

In place of the liquidated department of the Ministry of National Education - a department which played the ideological rather than practical role of supervising institutions of adult education - the Department of Teacher Training and Continuous Education was created. It is believed, however, that this change will further weaken central authority over adult education. All the more so because legal regulations do not provide for special training in areas of pedagogical disciplines, not to mention specialistic andragogic preparation and training. Until now, educators were trained in numerous higher educational institutions and at universities. In these studies, the programme, among other subjects, also included andragogy: the theory of adult education was covered. Today, this narrow specialisation is combined with other pedagogical sciences, and in effect its position is threatened.

At the Ministry of National Education, however, inspired by The Mershon Centre at Ohio State University, an interesting project »Civic Education in a Democratic Society« was launched. The project aims to popularise among young Poles the democratic system of values and civil attitudes, and the shaping of practical competence leading to active participation in the new free market environment. In connection with this project, centres of civic and economic education are being created. Teachers and associations are responsible for the establishment of these centres. Civic education also concerns lecturers and adults. The project is undergoing academic consultation.

The State of Research on Adult Education

Science conditions economic and civilisational development and raises the country's prestige in the modern world. Science plays an important role in the process of social and economic transformations. Research may reinforce social and economic activity in our development. Shaping the principles of scientific activity is based on creating legal regulations, organising work in a given area and conducting an appropriate personnel policy. In all four of these areas scientific research of adult education practically does not exist. On the other hand, this area of activity is developing dynamically and cannot now be restrained by government restrictions.

The ministries and government bodies perform their functions as patrons, financially supporting the autonomous work of education societies and foundations. The Education Societies Council is the representative of those societies. The leading roles in research work are taken by agencies of the Polish Academy of Science and universities, institutes existing outside the PAS structure, and other study centres assisting research work, such as: museums, libraries and scientific publishers. Scientific societies play a peculiar role with the Polish Academy of Skills and the Warsaw Scientific Society, which has a long tradition and was reactivated after the turning point. The Committee for Research Work is one of the new decision-making and financial institutions. It is the agency which awards funds for research work. The Ministry of Education is the agency which issues opinion on requests for financial help for personal and statutory research, while the CRS approves or rejects them according to research criteria. The members of essential and subject groups and sections are chosen by democratic elections within the research circles of the country. Full-time workers perform only executive functions, like the council of experts formed by the government agencies. These groups are not only scientist corporations but also groups which conduct research work. Trade unions and some political parties have an impact on the country's educational policy. Decisions affecting education are taken in the Polish parliament, where there are proper committees and groups in the field of science, culture and education. Many advisory bodies are operating, such as the Council of Science for the President of Poland.

Despite these unquestionable changes for the better, Polish science is weakly funded by existing sources. In the last reports prepared by experts from the World Bank (1992), the European Union (1993) and the OECD (1995), further reforms in science are suggested. The transition into »academic education« or »innovative education« is implied. Among the opinions, the importance of the creation of the CRS and the implementation of structural changes are emphasised, yet the enlargement of the budget for education to at least 1% of GNP and the separation of science and education from each other in parliamentary structures are proposed. One report also advises building institutions for the development of service functions of science, supporting connections among institutions in science and filling the generation gap. The system of higher education is thought to require adaptation to the needs of a democratic society and a market economy[4].

The educational policy being implemented at present plays an important part in the organisation of research work in the sphere of adult education. On the one hand, the connections with Europe export our apprehension of its value, while on the other hand the priorities for industry and medicine reduce the expected development of this research work. Nevertheless, it can be carried out at universities as individual research work, which can receive funding from the CRS. The policy of grants and rivalry builds up recommended priorities. Young research workers obtain the necessary funds through open competition in the CRS and other foundations. However, the distribution of funds is terrible in the field of research on adult education, given educational surveys. In comparison with the Faculty of Natural Sciences, the Faculty of Education and Arts is visibly underdeveloped.

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[4] Malewski M., Badania nad oświatą dorosłych w obliczu metodologicznego przełomu, »Edukacja Dorosłych«, Warszawa-Toruń 1994, nr 3, p.7.

The National Research Committee is the most important institution implementing Polish research policy. Its programme emphasis is on »applied« research programmes, although »basic« research programmes are also highly valued. Those research programmes closely related to the economy which may facilitate the implementation of new technologies are privileged. Humanistic research is last in line.

Numerous individual or group surveys have been carried out at almost every university and the departmental Institute of Applied Technology. Their subject focuses mainly on technical education, but some research work has also been undertaken on out-of-school adult education. This last form has been very rare so far because of some difficulties with the excess of forms and the lack of statistical data (Tab. 1).

TABLE 1: **Current trends of research on the education of adults at Polish universities**

	Department at the university	Main themes	Manner of realisation of research
1.00	The chair of Andragogy at the Department of Pedagogy at **Warsaw** University Head: Prof. Lucjan Turos The number of persons: 6	Theory, conception of andragogy Society, social development in rural environment Culture, quality of life Characteristics of participants, adults as learners Vocational education Formal education in school	Individual monographs research Financial support from the university budget
2.00	The Department of Education of Adults at theJagiellonian University in **Krakow** Head: Prof. Tadeusz Aleksander The number of persons: 9	Culture, quality of life in rural environment Vocational education Subculture of young adults Modernisation, new forms/methods of vocational education of adults outside schools	Individual monographs research Financial support from university budget and "grant" from CSR (Committee of Scientific Research = state)
3.00	The Department of Adult Education at the University of **Łódź** Head: Prof. Olga Czerniawska	Theory, conception of education Education of the elderly Comparative education in Europe	Individual and team research for diagnosis exploration Financial support from the university budget Cooperation with University of Hannover international bodies
4.00	The Department of Adult Education at the Adam Mickiewicz University in **Poznan** Head: Prof. Józef Skrzypczak The number of persons: 11	Theory, conception of andragogy Civic education, AE and democracy System, policy AE and circumstances Popular education in the period of transition Labour market, employment and vocational education Older Adults Open University AE organisation AE as a process	Individual and team research for diagnosis exploration Monographs International cooperation (Germany, USA)

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	Department at the university	Main themes	Manner of realisation of research
5.00	The Department of Andragogy at the Marie CurieSklodowska University in **Lublin** Head: Prof. Jan Bogusz The number of persons: 13	System, policy of AE in the period of transition Culture, quality of life Human resource development Young adults and culture	Individual and team research for diagnosis exploration international cooperation with eastern European Countries Financial support from the university budget and international funds
6.00	The Institute of Pedagogy at the University of **Wroclaw** Head Prof. Mieczyslaw Malewski	Theory, conception and methodology of andragogy Characteristics of participants, adults as students System, policy AE Formal and non-formal education	Individual and team research for diagnosis Cooperation with the University of Hannover International funds Support from university budget
7.00	The Department for SocioCultureAnimation at the Silesian University Branch in **Cieszyn** Head: Prof. Antoni Gladysz	Civil education AE and democracy	Team research diagnosis exploration Finance 50% social partners 50% state
8.00	The Institute of Pedagogy at **Gdansk** University Head Prof. Jan Zebrowski	Civil education, AE and democracy Education of the elderly	Individual and team research for diagnosis exploration Cooperation with Linkoping University
9.00	Workshop-Counselling-Centre of Adult Education at the University of Warsaw Branch **Bialystok** Head: Dr Izabela RatmanLiwerska	Andragogy and educational functions of voluntary associations Personal and social development Civic education, AE and democracy Strategies for education of disadvantaged groups Education of the elderly in "Older Adults Open University" System, policy of AE in the period of transition	Individual research for diagnosis exploration and monographs Financial support from the university budget Cooperation with Linkoping University and other international bodies

Source: *Own research by questionnaire - June 1995.*

We can also see research priorities by looking at tables from the questionnaire SASREA-CEEC (see p. 321-323)

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TABLE 2: **Priority themes by financial support (A)** [5]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception	x			
2	System, policy	x			
3	Society, social development, economic growth		x		
4	Culture, quality of life			x	
5	Labour market, employment	x			
6	Human resource development		x		
7	Formal (school) education	x			
8	General (non-formal, popular) education			x	
9	Vocational education		x		
10	Needs for AE			x	
11	Accessibility of AE			x	
12	AE organisations, providers			3	
13	Modernisation, new forms/methods	x			
14	Characteristics of participants, adults as learners				x
15	Target groups				x
16	Civic education, AE and democracy			2	
17	Young adults				
18	Education of the elderly			1	
19	Comparative education				x
20	History of AE				x

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[5] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes generally (B)** [6]

THEMES		State	Political bodies	Social needs	Researchers	Providing institutions	International bodies
1	Theory, conception	x			x		
2	System, policy		1				
3	Society, social development, economic growth			x			
4	Culture, quality of life					x	
5	Labour market, employment					x	
6	Human resource development			x			
7	Formal (school) education	x					
8	General (non-formal, popular) education						x
9	Vocational education					x	
10	Needs for AE						x
11	Accessibility of AE						2
12	AE organisations providers						x
13	Modernisation, new forms/methods	x					
14	Characteristics of participants, adults as learners				x		
15	Target groups						x
16	Civic education, AE and democracy		x				
17	Young adults	x					
18	Education of the elderly						3
19	Comparative education				x		
20	History of AE				x		

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[6] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 4: Priority themes by period (turning point is 1989) (C) [7]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x	x				
2	System, policy	x			x				
3	Society, social development, economic growth	x					1		
4	Culture, quality of life	x							x
5	Labour market, employment	x					x		
6	Human resource development	x	2						
7	Formal (school) education	x	x						
8	General (non-formal, popular) education	x							x
9	Vocational education	x					x		
10	Needs for AE	x							x
11	Accessibility of AE	x							x
12	AE organisations, providers	x			x				
13	Modernisation, new forms/methods			x	x				
14	Characteristics of participants, adults as learners			x	x				
15	Target groups	x							x
16	Civic education, AE and democracy		x	x					
17	Young adults	x							x
18	Education of the elderly	x							3
19	Comparative education			x					
20	History of AE			x					

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[7] Numbers rank the priorities, x means the priority is taken into consideration.

Determining costs in science, in our difficult transitional situation, has to consist of a compromise between needs and possibilities. Ministers supervising research and scientific institutions modify their activity according to guidelines, principles and priorities. Expenditure on science will gradually grow but is not yet sufficient. In 1992, national budget expenditure on science amounted to 7.56 billion zlotych and non-budget funding to 3 billion zlotych. In 1993, expenditure on science amounted to 0.66% of Gross National Product, a figure which is expected to reach 1.00% in 1994.

Science will undergo transformations, although no significant changes are expected in higher education. Very important in research activity will be: the ability for self-financing and the high level of conducted research, as well as cooperation with foreign centres. Achieving the aims of science policy requires correlation with education. The economy cannot exist without a long-term policy of education and staff training, and therefore the connection with education as such and with adult education in particular is obvious.

Other expected developments are: the development of information infrastructure, licence protection, foreign cooperation, the popularisation of science. The level of education of society, differentiation of levels in higher education and vocational training, adjustment of instruction to the needs of the transforming economy and the imperatives of western Europe - are necessary in Poland. Overcoming the barriers between individual departments of the Ministry, interdisciplinary instruction, widening postgraduate and doctoral programs and overcoming barriers within the state administration and economy will be indispensable. Research investment in Poland, as compared to other countries, is very low, although higher than in the 1980s. Therefore, support for our research programmes by other, more affluent countries is necessary.

In everyday practice, the area of education is very loosely connected with science. Among the most favoured specialisations are obviously those representing technical and economic studies rather than the humanities. Despite the fact that decision-makers are aware that permanent education has to be taken into consideration as an important element of economic development, implementing it in practice is not satisfactory. Also, in the catalogue of science branches of the Wydziaiy Departamentu Badań KBN, andragogy is not listed, although it is connected with pedagogy (listed) and has an autonomous place in the humanistic sciences. One of the reasons for this may be the fact that the theory of adult education is interdisciplinary in nature.

The lack of andragogy in the Polish information system is a considerable barrier to establishing careers in this area. This is striking, because we have many serious publications in this area (to mention the work of Helena Radlińska, Aleksander Kamiński, Florian Znaniecki, Kazimierz Kornilowicz, Elżbieta Zawadzka, Kazimierz Wojciechowski, Lucjan Turos, Olga Czerniawska, Mieczyslaw Malewski and many more). In dissertations submitted for qualification as an assistant professor, for example, topics connected with andragogy are not considered and are often shifted to the fields of pedagogy or sociology. This creates a situation where specialists of one area evaluate dissertations of other areas. Sometimes, a paradoxical situation arises, where an adult education thesis is reviewed by, for example, a medical sociologist and the chairperson of the commission is a parasitologist. In the past, the review process was conducted in the CKK and often lasted a number of years, effectively blocking the career of young scientists. The reviews were kept secret.

The fact that there are no research institutions or larger departments of adult education at higher institutions, the fact that no action is undertaken to strengthen educational associations in such a way as to help them to operate effectively in their sectors, the lack of programmes shaping the basic infrastructure in this area, and the deliberate weakening of the publishing movement, all provide evidence of the limited scope of the practical and theoretical implementation of adult education. In three years, not one journal devoted to adult education has been published. In 1993, two issues of Edukacja Doroslych (Adult Education), the journal of Polish associations (TWP, SOP, ZZDZ, MCEM) were published. This quarterly covers general and vocational training issues of adults, and education policy in this area; research; and popularisation. It also covers problems in adult education abroad. Similar in character is another quarterly of the same name representing the university circles of Toruń, Warsaw, Wroclaw, Łódź published under the auspices of the Akademickie Towarzystwo Andragogiczne and financed by Niemiecki Zwiazek Universytetów Ludowych. Several issues of Pedagogika Pracy published in the 1990s by Miedzyresortowe Centrum Naukowe Eksploatacji Majatku Trwalego in Radom completes the list of educational activity in this area.

Periodical publications in general reveal the most current problems, as they may appear more often than books and may cover a broader range of issues. Besides the scientific publication of the Silesian University, two quarterlies are issued under the same title: »Adult Education« - earlier and more suited to this title was the publication of educational associations inheriting the tradition of Polish adult education, such as: Association of Polish Adult Educators, Society of the Popularisation of Culture and Science, Union of Job Training Schools and the once prosperous Centre for Applied Technologies in Radom. These associations, regardless of circumstances, keep approving the development of forms and methods of adult education, changing the essence and propagating the best ways to realise pedagogical ideals.

However, the custom of using the same title for different quarterlies covering the same problems undoubtedly andragogical - can be confusing. »Adult Education«, published by the newly established Academic Andragogical Society, somehow, in contrast to the pragmatic character of »Adult Education«, tries to show that the problems of theoretical research and wider theoretical reflection are insoluble, and so its utility is out of the question. But do »academics« not try to shut themselves up in »an ivory tower«, which, at the beginning of the massive changes in Poland, was postulated in discussions of the Polish Academy of Sciences on the role of learned workers, bored with the political role of science, where every ignorance and public service should be removed. If it is not a motivation, then perhaps an emphasis in the title that it covers andragogy as theory would be more advisable. Actually, it is a term used even in America. Anyway, the problems of the two quarterlies are very rich and reflect almost all current issues of adult education: general and job-related education, national and social, traditional forms of education and culture and descriptions of learning technology. We find here some explanations of law and politics, organising educational processes at all levels and scientific interpretation of educational phenomena in a systematic approach. A place is found for national and international affairs, as well as for propagating Polish and foreign literature in the field of andragogy. In such publications, echoes of great discussions and dilemmas are presented. And finally, they deal with the question of professionalisation of academic andragogical education. One of the most recent problems is undoubtedly Europeanisation, which constitutes the political creed of decision makers.

Andragogical references are becoming richer and richer. New books are published frequently and at the appropriate editorial level, which was once a rarity. We have the new series called »The Library of Adult Education«, the first volume of which was published in 1994. In this series, one can find materials from international scientific conferences in which Polish andragogists always take part. Openness to the whole world is clear and the awareness of our andragogical identity grows. In spite of the difficult economic situation and the diffusion of staff, certain development trends in the field of education should be noticed. Unfortunately, few universities can be proud of their andragogical circles. In general, universities and colleges in Poland have few possibilities to create a lobby of specialists in adult education. This is not only because Poland like other European countries does not treat adult education as a form of national social policy, but also because we lack the most important national documents which would mark the high status of adult education. Not only are the diffuse andragogical circles weak, but national policy in the field of science is not very successful. As before, educators, as poor relations, cannot find their place in the structure of the Polish Academy of Sciences, but are instead merely associated with the Academy. They can only support themselves in the Committee of Pedagogical Sciences, and the Central Commission for Academic Titles effectively eliminates future career academics in the traditionally recognised pedagogy and especially in its subdisciplines.

The greatest drawback of this system, also present today, is the dependency of reviews on the ideological features of the thesis. In the past, the promotion of the thesis depended, to a great extent, on supporting socialism, whereas today, it depends on rejecting it. There are cases where the same reviewer evaluated the thesis of the same person ambivalently, depending on the historical circumstances. Very often under the banner of decommunisation, personal wars are fought.

Therefore, if there is no system for educating andragogy specialists, the other branches of pedagogy are also threatened, and the promotion of young scientists is hindered. One can expect that, for a long period of time, the development of andragogy will be restrained. The replacement of specialists of this branch by sociologists or psychologists does not guarantee the maintenance of the methodological level of this branch. Despite all the adversity, the Polish andragogy community wishes to develop. Perhaps the newly established Academic Andragogic Association (Akademickie Towarzystwo Andragogiczne), supported by colleagues form abroad, will launch a struggle for enhanced scientific and professional status of people engaged in analysis of the educational process of adults.

After the Second World War, we went through three political stages in which members of the Polish community of adult educators could publish their papers. Today, when official censorship no longer exists, new works in the area of adult education are being created by underrated andragogy enthusiasts. Numerous books dealing with theoretical aspects of andragogy have been published. These concentrate mainly on the role of adult education in the social sector. Academic textbooks on the other hand sum up the achievements of Polish educators. Although they are often traditional in form, the knowledge contained is well presented. No lexicons or encyclopaedias devoted to the topic of andragogy have been published.

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Romania

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General Societal Situation and Changes

Unlike in the other eastern European countries, where the transition from Communist regimes to democratic ones has been smooth, in Romania this shift occurred abruptly and with bloodshed. Romania experienced, as a result, what has been called »The December Revolution«. People died in this revolution, the institutions were disorganised, and the whole social fabric entered a period of dramatic changes.

The main slogans of the revolution proclaimed such values as freedom, justice, democracy, dignity and the like, and a major, enthusiastic social upheaval cherished these values.

However, in the turmoil of the revolution, many mistook these new values for a kind of Golden Age which was finally supposed to come. As a result, the suffering and hardship of the past turned into endless hopes and unrealistic expectations for the future. Soon, however, the people would learn that the transition from socialism to capitalism, and from totalitarianism to democracy, also requires sacrifices, and that the new road of transition would not always be smooth.

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As a result of the disappearance and collapse, almost overnight, of the Communist party and its institutions, a power vacuum appeared, one that was filled by newly created political parties and bodies. And as in the other eastern European countries, the process of what has been termed transition has begun. The keynotes of this process have been democratisation and privatisation.

Democratisation meant freedom of the press. A parliamentary system has been introduced, elections were held and a constitution was adopted. Under this constitution, Romania is a presidential republic led by a president elected every four years with the right to be re-elected only once.

The first elected government which took the power after the revolution adopted a couple of laws regarding the process of privatisation, and as a result, some economic activities have been liberalised, but the so-called »Large-Scale Privatisation« has yet to take place.

Of the less positive phenomena which have arisen in the period of transition, we may mention; inflation, which undermined the standard of living for a large part of the population, the increase in criminality and corruption to a level hitherto unknown, and unemployment, which has reached a staggering level.

The Situation of Adult Education

The first popular university in Romania was founded in 1908 by Nicolae Iorga, who in many ways was a towering figure of Romanian culture and politics; he was prime minister, a historian, a professor, a writer and a powerful cultural leader. A member of the Romanian Academy and of many foreign Academies, Iorga grasped the importance of adult education, and at Válenii de Munte, a small town, he created the first Romanian Popular University. He also went on air, opening what was called the »Radio University«. Like Grundtvig in Denmark, he hoped to raise Romania through education and cultural activities.

What Nicolae Iorga used to say about adult education, roughly a century ago, still holds true today:

»Cultural policy can be implemented only under the leadership of people who are spiritually rich and dedicated, people who are like a spring of water, where it is enough to be touched by the wing of a bird to have the water gushing as it poured from the stone touched by the staff of Moses.«

And as far as the scope of cultural policy is concerned, Nicolae Iorga concluded: »A single word is enough: to redeem, which means to purify.«

His activities were continued by Dimitrie Gusti, a professor of sociology, who in rural areas carried out sociological research and educational activities. He was the founder of a school of sociology which used student teams for research and education in the country.

As a result of these activities, many cultural houses and libraries were established throughout the country.

Gusti was familiar with the great accomplishments of Danish popular education, since he visited Denmark and saw for himself what Grundtvig and his disciples had achieved through education. What he had seen in Denmark, he wanted to be done in Romania.

This is why he wrote that »Grundtvig may be considered among the greatest social reformers, he created a special culture for his people. Like Goethe's Prometheus, he could say: here I stay to create a new species of people in my image. An original creation, a new school, a new education, people's education, a school of people, new education, a new sociological pedagogy of culture - this is Grundtvig's deed.« In another place, expressing his admiration for the Danish reformer, he said that, »if Rousseau spoke for the first time about the child's Gospel, Grundtvig discovered the Gospel of youth; there is an age of adolescence, between 18 and 20; it is a time of poetry, of ideas, of nostalgia. And on this age, Grundtvig build a genial education«.

And if the Communists did not take over, Gusti might have succeeded in building a similar »genial education« in Romania. Unfortunately history cut short his great project.

The Situation After 1948

After the Communists took over, all adult education institutions fell under party control. They were geared towards promoting the new socialist values, and as part of superstructures, they were supposed to play an important role in forming the new socialist consciousness. Undoubtedly, part of party propaganda was implemented through these institutions. However, it would be too simplistic to believe that no cultural and scientific education took place, even under the communist regime, in these institutions. On the contrary, under the banner of building a »new man« and a »new society«, great and honest scientists and cultural figures were active in adult education institutions. Moreover, after 1965 Romania rediscovered its traditions in the field of adult education. Thus, popular universities were reopened, and activities in the field once again became very popular. Unfortunately, this only lasted until 1980, when a decline occurred again.

It was not unusual in those times to have scientists lecturing even in small towns. Moreover, many cultural figures or dissidents who could not teach or hold a position in the university were allowed to teach and lecture in the popular university. So, for example, there are now quite a number of prominent political figures who, under the previous political regime, were professors or workers at the popular university. Particularly in the final years of the Communist regime, it may be said that the popular university was among the few places where disguised dissident activity took place. This, of course, was done by maintaining an official ideological facade.

The Situation After 1989

Today, the system of adult education comprises the following institutions as the main providers: cultural houses in towns and also in villages, where they are called »Camine Culturale« (cultural fire-place); popular universities; creative popular houses; cultural centres, such as the Perlea Cultural Centre in Slobozia, or the Academy of Music in Marga. It is estimated that there are approximately 800 such adult education providers. In addition to these main providers of adult education, there are, also, many non-governmental associations and many centres for training and retraining the workforce and the unemployed. Some of these units are supervised by the Ministry of Labour, while others are under the supervision of the trade unions, and yet others are just private initiatives. Since there has been no research done, nobody knows the exact number of such providers of adult education, their structure and their role in society.

Occasionally one may encounter a mixed situation, in which a popular university co-exists with a cultural house; they operate in the same building.

At present, there is no law on adult education, and all adult education activities are run according to some local provisions issued by the Ministries of Culture and Labour, or by the different rules adopted by the various providers.

Yet, there is a project pressing for a law on adult education, published in the first issue of Paideia, a project that has yet to be taken into consideration.

The Ministry of Labour has recently been trying to work out a law on vocational training. There are debates, and perhaps this law will be extended, thereby also becoming a law on adult education.

From an administrative point of view, all these institutions (apart from private ones and those organised by trade unions and the Ministry of Labour) fall under the jurisdiction of the Ministry of Culture. However, at the local level, the so-called Cultural Inspectorate runs daily business. And since the revolution, both the cultural inspectorate and adult education institutions have enjoyed a fairly high degree of autonomy.

Cultural Inspectorates are regional administrative cultural units or, as they are sometimes called, local ministries of culture. And since the country is divided in 46 judete (counties), for each judet there is a cultural inspectorate located in the capital town of the judet. The head of the cultural inspectorate is chosen through an open contest.

As far as the policy toward these institutions is concerned, immediately after the revolution they were more or less neglected and disorganised: some viewed these institutions as Communist agencies, and there were even people who advocated their removal from society. However, after a period of confusion, adult educational institutions regained their status.

However, if these institutions were tightly run and controlled before the revolution for political and ideological reasons, after the revolution many of them were left on their own. Even worse, some of them stopped receiving any financial support.

As a result, many of them have to find a way of becoming self-financing; apart from cultural activities, they also have to organise money-generating activities. This brought a new dimension to the field of adult education, and the best managers, of course, were precisely those who did the best in this period.

The lack of leadership at the level of the Ministry of Education, where more than 6 ministers were appointed in less than five years, has also hampered activities in the field of adult education.

As a result of the changes taking place in the economy, the activities and especially the curricula of the adult education institutions have been tremendously affected, and the market-oriented economy has increasingly imposed upon popular universities courses and activities which lead to a practical qualification or offer vocational training.

So, for example, practical courses providing training in computers, accounting and management boomed right after the revolution. Foreign language courses are, also, in great demand, while general education and cultural courses have experienced a steady decline.

It seems that people no longer come to the popular university in search of an academic or liberal education, as was the case in the past. We are therefore faced with a paradox: now that the popular university has been liberalised and can provide all kind of courses free of ideological constraints, there is no longer a demand for such an education.

Economic pressure seems to be so great that people tend to be more practically oriented. There are still exceptions: courses on yoga and parapsychology are still popular. But this is just a fashion following the previous era, which banned such courses and esoteric teaching. Now, in general, each institution and provider of adult education is free to establish its own curriculum in accordance with the demand in its social environment.

As a result of cooperation with D.V.V. (Deutsch Volkshochschule Verband), a National Association of Popular Universities (A.N.U.P.) has been created in Romania. This association now comprises more than 70 popular universities, and in the last two years, a very interesting form of activity has been going on all over the country: seminars, workshops, symposia and courses for training the trainers. Our German partners have assisted these programmes and have helped Romanian popular universities financially, educationally and logistically to raise the professional standards of adult education in Romania. The D.V.V. office opened in Romania and headed by Ellinor Haase has been particularly active in this period. As a result, adult education in Romania has moved forward and improved tremendously.

As a part of this new movement in Romanian adult education, Paideia, a magazine dedicated to this field, has been published. As stated in the manifesto »Why Paideia?«, this review »tries to rediscover one of the fundamental ideas of European civilisation - the idea that man becomes man only through education, only through rising and living in the world of spiritual and moral values«. Consequently, Paideia plays an important role in the promotion of adult education and in creating a new culture and adult education theory.

The State of Research on Adult Education

As far as teaching and research in the field of adult education is concerned, this is essentially carried out in universities and the faculties of education and psychology at the universities of Bucharest, Iasi and Timisoara. The Faculty of Education at Bucharest University, for example, has been providing courses in adult education (Pedagogia Adultilor) for years, and has also carried out research in this field.

Not very long ago, a centre for adult education studies was opened at Cluj-Napoca University. However, there is no plan or well organised agency to coordinate and organise research in the field of adult education. Adult education, therefore, rests more with private and individual initiatives in the universities and other institutes.

Russia

Serguey I. Zmeyov[1]

General Societal Situation and Changes

The most important economic factor is the development of free-market principles in the Russian economy. On the one hand this process engenders many jobs and professions new to Russian society and the Russian economy (business, management, banks, etc.). On the other hand, however, it contributes to a rise in unemployment. Both consequences of this process lead to an increase in the educational needs of adults in terms of professional training and retraining.

The sophistication and intensification of life in Russian society - the appearance of diverse political parties and social movements, the beginning of real democratic pluralism, the development of personal freedom - compel the individual to make choices, to take decisions, to assume his/her own attitudes with regard to the environment, both natural and social. But all this is only possible after receiving and processing a great volume of information. If the individual is to be properly prepared for life in a complex society he or she must have a good and diversified general and cultural education.

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The Situation of Adult Education

The Position of Adult Education within the System of Education

Russia is now on the eve of an explosive growth in societal needs for adult education. This growth is determined by social, economic, cultural, psychological factors and by the development of the theory and practice of adult learning.

The renaissance and propagation of culture and the growth of its influence on the people also leads to growth in the educational needs of large sectors of the population.

Finally, the increased thirst for self-perfection, for the more perfect fulfilment of social roles (good worker, good family member, good citizen, etc.) leads people to learning.

Thus then, the educational needs of adult Russians are today growing and diversifying. General secondary education and professional training and retraining have always been the main educational needs of Russian adults. But today new educational needs are arising which relate to home and family life, health, community living, enjoyment of leisure time and personal development. The most widespread and most acute educational needs of adult Russians concern the learning of foreign languages, business, the psychology of family life, the understanding and raising of children, and physical fitness.

Consequently, adult education in Russia is now developing in all its aspects: practical, theoretical, methodological.

Administration and Legislation on Adult Education

To date there has been no law dealing specifically with adult education. The Law on Education adopted in 1992 contains no mention of adult education as a field of education.

The different sectors of adult education mentioned above are administered by different agencies: the Ministry of Education, the Ministry of Labour, the State Committee of Higher Education and other Ministries.

There is no unified government policy on adult education, or on its organisation and development.

Organisational Structure

At the present time, the following forms of adult education exist in Russia:

a) Formal education structures:

- General secondary education in the evening (or on a shift basis) in secondary schools;
- Vocational education in the evening, part-time vocational schools and vocational courses with various training terms;
- Secondary specialised education by correspondence and in the evening, organised in specialised correspondence secondary schools and in the night-school and correspondence departments of regular secondary specialised schools;
- Higher education by correspondence and in the evening via special correspondence institutes and in the night-school and correspondence departments of day-time higher education establishments;
- Post-graduate continuing training (further education) for people holding higher or secondary specialised degrees, organised in the institutes and departments of continuing education and training.

b) Non-formal structures:

- Vocational and general education, professional training courses in centres of lifelong education, centres of adult education, on different training courses organised both by state and non-governmental structures, and also via TV lectures (see more details: Bim-Bad B. M., Sokolova L. I., Zmeyov S. I. (1992).

The above structures notwithstanding, the area of adult education has not yet become a complete, distinctly structured and manageable subsystem of the system of lifelong education. At present, adult education in Russia exists as a conglomerate of separate schools, both formal and non-formal programmes, which are not united by any general concept of education for adults.

The organisational structures of adult education are developing on the basis of two concepts: open learning and the educational services.

The main task of adult education is to provide the learners with all the facilities necessary for open, free learning, which can be understood as »freedom from constraints in the learning process: administrative (time, space, duration, cost, etc.) and educational (objectives, methods, sequencing, entry qualification, assessment, etc.).« (Boot R.L., Hodgson V. E. (1987), p. 5).

To achieve this, adult education must be considered as, and must function as, a sphere of educational services. The understanding of adult education as a sphere of educational services leads in the first place to seeing the learner as a user or consumer and the teacher as a provider of education, and secondly, to the implementation of the law of »supply and demand«. This means that the system of adult education must offer to the users those educational aids which will satisfy the different educational needs of learners. It means that the adult educator must depend on the demands of the learners. This vision of adult education contributes to the creation of very diversified programmes, forms and methods in adult education. Educational establishments, centres and courses are actually appearing in Russia today. These are both governmental and non-governmental (public and private) and provide education and training at different levels, with diverse objectives, and use different methods and different educational resources.

The most remarkable and most important features of the sphere of educational services are its flexibility and its sensitivity to the needs of users. The main task and fundamental condition for effective adult education is therefore recognising and monitoring changes or real needs in the population and forecasting the educational needs of potential learners.

Other tasks related to this are:

- to inform the users about the facilities provided by the educational sphere, and about jobs available after a particular course of training;
- to counsel the users of education services about the most appropriate way to reach their educational objectives and about forms and methods of learning;
- to inform the social, professional and educational organisations about the actual and potential future educational needs of the population.

All these tasks could be accomplished by a network of centres designed to inform the population about educational services available. The main mission of such centres would be to link learners, society and the educational sphere. Such an educational guidance service has yet to be created in Russia, but the structure, functions, and status of a service of this type are currently being investigated by Russian researchers.

Infrastructure

Adult education in Russia needs to grow in scale, diversify its functions and increase its efficiency in developing the theory and practice of adult learning.

The main issues and needs relating to the development of adult education in Russia at the present time are:

- creation of adult education legislation;
- development of an organisational structure for the adult education system;
- creation of an educational guidance service;

- development of research in the field of adult education theory and practice;
- elaboration and provision of teaching-learning aids;
- training and retraining of adult education personnel.

Financing of Adult Education

At present, different areas of adult education receive very different amounts of financial support. Most adult education establishments in Russia today operate on a self-financing basis (payments from students, benefits from various payable services).

The State of Research on Adult Education

The issues and needs mentioned above define the main areas of research that needs to be carried out. Unfortunately, not all of these areas have attracted the attention of Russian investigators.

Institutions

Research on adult education in Russia is being carried out at:

- educational and research establishments attached to the Ministry of Education;
- educational and research institutes attached to the State Committee of Higher Education of the Russian Federation;
- research institutes attached to the Russian Academy of Education.

The largest and best-known of the institutes attached to the Russian Academy of Education is the Research Institute of Adult Continuing Education at St Petersburg. The Institute is headed by Professor Victor G. Onushkin, Academician of the Russian Academy of Education and vice-president of the Council of the UNESCO Institute of Education at Hamburg. The main topics of research work at the Institute concern the socio-economic problems of adult education, psychological problems in adult education and the training of adult educators; the organisation of adult education, the history of adult education in Russia, the contents and curricula of general secondary education for adults; the problems of training and continuing training of pedagogical and administrative staff involved in the general secondary education of adults.

The research carried out in the Institute therefore covers areas of the organisational structure of the adult education system, the elaboration and provision of teaching-learning aids, and the training and continuing training of adult education personnel, but tends to concentrate only on the general secondary education of adults.

Another research institution within the framework of the Russian Academy of Education involved in investigations into the field of adult education is the Institute of Theoretical Pedagogics and International Research in Education. The principal fields of interest of the investigators at this Institute (headed by Professor Boris S. Gershunsky, Academician of the Russian Academy of Education) are the forecasting of the development of adult education and comparative adult education. A Russian-American research centre also operates within the Institute.

All the institutes attached to the Russian Academy of Education are financed by the state. Their research is coordinated by the Academy.

Problems of higher adult education and post-graduate training and continuing training are investigated by educational and research institutes attached to the State Committee of Higher Education of the Russian Federation. All of these are state establishments and are therefore funded by the state.

The research carried out in these institutions mainly concerns the elaboration of teaching-learning aids and the technology of providing them. It also looks at the technology of education by correspondence.

The Moscow National Linguistic University has a Department of Pedagogical Anthropology headed by Professor Nikolay N. Netchayev, Academician and Principal Scientific Secretary of the Russian Academy of Education. The faculty of this department carries out some research on comparative adult education, concentrating in particular on higher education.

Problems of adult learning are studied to some extent within the framework of studies on the pedagogy of higher education, in particular by the faculty of the Department of Pedagogy of Higher Education at Moscow State Pedagogical University, headed by Professor Vitaly A. Slastenin, Academician of the Russian Academy of Education.

Problems of organisation, context and the technology of training at postgraduate level are studied at some educational institutions of higher education, but mainly at institutes and departments of continuing education (training). This research is coordinated by the Department of Supplementary Professional Education of the State Committee of Higher Education. The main purpose of the research is to introduce the fundamentals of psychology, pedagogy and andragogy, and the modern technological procedures of teaching and learning, into the continuing training of professionals holding diplomas of higher education, and above all the teachers.

Research on continuing training is financed by the state.

Educational (pedagogical universities and institutes) and research establishments attached to the Ministry of Education carry out research work dedicated to the problems of vocational, general secondary, secondary specialised, and higher pedagogical education of adults and continuing pedagogical training. This research mainly concerns the elaboration and provision of teaching-learning aids.

The Department of Andragogy at the Institute of General Education is almost unique within the system of the Ministry of Education in that it is entirely devoted to the investigation of adult education. Research carried out in the department mainly concerns: problems of the philosophy of adult education and lifelong education, the theory of adult learning (andragogy), the educational guidance service, the training and continuing training of teachers for adult, continuing and higher education.

In this department, in collaboration with investigators from other educational and research institutions, the following have been elaborated: the concept of the system of adult education as a sphere of educational services; a prospective model of the development of adult education in Russia; a concept, model and practical recommendations for the implementation of the educational guidance service; a concept, model and sample curriculum for the training of adult educators (andragogues) at the BSc and MSc (Andragogy) levels; essential principles of adult learning and the conditions for their realisation in the process of adult learning and continuing education. The department has been the initiator of the inclusion of andragogy into the official list of branches of training within the framework of university education.

The Department of Andragogy has good relationships with many educational and research institutions and individual researchers from Russia, Estonia, Slovenia, France, Great Britain, United States of America, Germany, Finland, and with international organisations such as the International Council of Adult Education, the European Society for Research on the Education of Adults and others.

The elaboration and provision of teaching-learning aids in Russia concerns all branches of adult education. The most important trend in this area is the application and the further development of the theory of adult learning (andragogy) in the process of education. Andragogy, the »art and science of helping adults learn« (Knowles M. S. (1980), p. 43), or, more precisely, the theory of adult learning which scientifically founds the activities of learners and teachers in the process of the determination of goals and tasks, of contents, forms and methods, of organisation, technology and realisation and evaluation of learning, is now considered by many Russian scholars and teachers as a fundamental theoretical basis for adult education, in particular, for creating teaching-learning aids. The andragogical model of learning, conceived and delineated by M. S. Knowles (1980), P. Jarvis (1983), R. M. Smith (1983) and other eminent scholars, has already been developed in Russia (see: Zmeyov S. I. (1995) and is being introduced into the practice of adult education and training and the continuing training of adults. Above all, it is being introduced into the training of teachers and adult educators.

The scientific fundamentals of the training and continuing training of teachers for adult, continuing and higher education are currently being elaborated in Russia, in particular at the Department of Andragogy. These fundamentals, based on the modern achievements of psychology, pedagogy and andragogy, include a model of the activities and functions of a teacher/andragogue; a set of professional requirements for the andragogue; a model of the training needed by this kind of teacher.

A standard of training for teachers/andragogues has been elaborated in Russia. This standard represents, in fact, the compulsory minimum level of competence of an adult educator.

The standard came into effect in the 1995/1996 academic year at the Moscow State Pedagogical Open University.

Research Themes

Priority themes by financial support (see table 1. p. 353)

State

- formal (school) education (1)
- vocational education (2)
- modernisation, new forms/methods (3)

Social partners

- modernisation, new forms/methods (1)
- labour market, employment (2)
- vocational education (3)

Priority themes generally (see table 2., p. 354)

State

- formal (school) education (1)
- vocational education (2)
- modernisation, new forms/methods (3)
- labour market, employment (4)

Social Needs

- labour market, employment (1)
- human resource development (2)
- modernisation, new forms/methods (3)

Researchers

- formal (school) education (1)
- vocational education (2)
- modernisation, new forms/methods (3)
- labour market, employment (4)
- comparative education (5)

Providing institutions

- modernisation, new forms/methods (1)
- characteristics of participants, adults as learners (2)
- comparative education (3)

International bodies

- general (non-formal, popular) education
- needs for adult education
- accessibility of adult education

Priority themes by period (see table 3. p. 355)

State

past

- formal (school) education (1)
- vocational education (2)

present

- formal (school) education (1)
- vocational education (2)
- modernisation, new forms/methods (3)

Researchers

past

- formal (school) education (1)
- vocational education (2)
- theory, conception (3)
- system, policy (3)

present

- formal (school) education (1)
- vocational education (2)
- modernisation, new forms/methods (3)

Providers

past

- modernisation, new forms/methods (1)
- characteristics of participants, adults as learners (2)

present

- modernisation, new forms/methods (1)
- characteristics of participants, adults as learners (2)
- comparative education

TABLE 1: **Priority themes by financial support (A)** [2]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception				
2	System, policy				
3	Society, social development, economic growth				
4	Culture, quality of life				
5	Labour market, employment		2		
6	Human resource development				
7	Formal (school) education	1			
8	General (non-formal, popular) education				
9	Vocational education	2	3		
10	Needs for AE				
11	Accessibility of AE				
12	AE organisations, providers				
13	Modernisation, new forms/methods	3	1		
14	Characteristics of participants, adults as learners				
15	Target groups				
16	Civic education, AE and democracy				
17	Young adults				
18	Education of the elderly				
19	Comparative education				
20	History of AE				

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[2] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 2: Priority themes generally (B) [3]

THEMES		State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception						
2	System, policy						
3	Society, social development, economic growth						
4	Culture, quality of life						
5	Labour market, employment	4		1	4		
6	Human resource development			2			
7	Formal (school) education	1			1		
8	General (non-formal, popular) education						
9	Vocational education				2		
10	Needs for AE						2
11	Accessibility of AE						3
12	AE organisations, providers						
13	Modernisation, new forms/methods	3		3	3	1	
14	Characteristics of participants, adults as learners					2	
15	Target groups						
16	Civic education, AE and democracy						
17	Young adults						
18	Education of the elderly						
19	Comparative education				5	3	
20	History of AE						

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[3] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes by period (turning point is 1989) (C)** [4]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			3					
2	System, policy			3					
3	Society, social development, economic growth								
4	Culture, quality of life								
5	Labour market, employment								
6	Human resource development								
7	Formal (school) education	1	1	1	1				
8	General (non-formal, popular) education								
9	Vocational education	2	2	2	2				
10	Needs for AE								
11	Accessibility of AE								
12	AE organisations, providers								
13	Modernisation, new forms/methods		3		3	1	1		
14	Characteristics of participants, adults as learners					2	2		
15	Target groups								
16	Civic education, AE and democracy								
17	Young adults								
18	Education of the elderly								
19	Comparative education						3		
20	History of AE								

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[4] Numbers rank the priorities, x means the priority is taken into consideration.

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Organisation of Research

Government organisations (Ministry of Education, State Committee of Higher Education, Ministry of Science) are responsible for the allocation of funds and assessment of output. Quality control is carried out by the scientific professional boards attached to the government organisations mentioned above.

Citation analysis does not play a role in assessment.

The current situation with regard to the allocation of public funds to basic and applied contract research is critical and very unstable.

If there is any cooperation in applied contract research it takes the form of an agreement between a research body and another organisation.

There is a system of planning carried out by the Ministry of Science.

The most important national and international channels for the publication of research results are the reviews »Pedagogika« and »Narodnoye obrasovaniye«; the journal »Outchitelskaya gazeta«; monographs, collected studies.

The dominant language used in the dissemination of research results is Russian.

Continuing Professional Development

A three-year doctorate is financed by the Government (through the relevant Ministry).

There is a Supreme Attestation Commission which registers and certifies all the dissertations.

There is a system of continuing training for all professionals.

There is no national organisation for those involved in research on the education of adults.

There are no regular meetings of researchers either nationally or for specific areas of research.

There is no funding available for participation in conferences, seminars, workshops, etc.

Bibliographical sources available to researchers are perfectly adequate.

Many national/international journals are available in libraries.

International Co-operation

No funding is available for participation in conferences, seminars and workshops at the European level.

Assistance for the translation of research publications into other languages is only available privately.

There are training opportunities available and funded to encourage the learning of other languages.

Conclusions and Developmental Trends

In summary it could be said that the perspectives of the development of adult education in Russia concern the application and further development of andragogy, the enlargement and diversification of the sphere of educational services, the creation of an educational guidance service, the promotion of training and continuing training for adult education personnel, and the development of andragogical research.

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Slovak Republic

Viera Prusáková[1]

General Societal Situation and Changes

In 1989 an economic and social transformation began. The economic reforms brought about social consequences that had to be dealt with. Economic development resources were activated. A new situation arose with the establishment of an independent Slovak Republic in 1993 and the introduction of new legislation. A new constitution was passed guaranteeing (in Article 42) the right of citizens to education and state support as determined by law.

Phenomena in the economic environment which are significant for adult education:

- reconstruction of an economic mechanism, transition from an administrative-directive mechanism to a market mechanism,
- new conditions and requirements for the development of human potentials,
- reinforcement of the private sector and the establishment of a competitive environment.

Important social changes include:

- unemployment as a new social phenomenon (in 1994 the average unemployment rate was 14.7 per cent, with considerable regional variation from 5.4 to 26.5 per cent),

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- introduction of an active employment policy,
- use of collective bargaining between the »social partners«, new tasks for the trades union organisation,
- the emergence of professional associations,
- efforts to remove politics from the sphere of culture (abolition of the uniform plan of cultural and educational activities, the emergence of various cultural, artistic and other associations as well as political parties and movements).

The Situation of Adult Education

The Position of Adult Education within the Education System

One positive aspect of the current state of adult education in Slovakia is that it is being conceived increasingly as a component in lifelong education. Slovakia has a strong tradition of adult education, especially in the field of culture, but also in continuing professional training. There is a foundation on which to build. With a competitive environment emerging in adult education after 1990, attempts were made to regulate quality. A positive aspect of this regulation has been the establishment of an accreditation board oriented especially towards the re-training programme of Slovakia's Ministry of Education and Science. Nevertheless, the accreditation system and the system of quality control require greater attention.

As a result of being commercialised, adult education is only taking place in the profitable sectors of the education market (e.g. foreign languages, management, book-keeping, etc). There is no development in civic education, and special-interest education is declining.

There is a need to prepare a long-term concept of adult education at the government level. Within the PHARE-supported »Restructuring of the Labour Market« scheme, a project entitled »Adult Education Strategy and Programmes in Slovakia« has been drawn up which could form a suitable basis for the formulation of such a concept.

The co-ordination of adult education has been aided by the existence of several associations and the emergence of others. In 1991 the Association of Adult Education Institutions was established (it now brings together some 52 institutions), then the Association of Universities of the Third Age, the Distance Education Association, the National Council for Distance Education, and the Association of Adult Education Workers. There are still some jurisdiction problems that have yet to be solved. The influence of the state in the field of adult education has been concentrated in the activities of the departments, while its jurisdiction and competency, as well as collaboration with other departments, are not yet clearly defined.

A significant role in adult education has been adopted by the newly-emerging professional associations. Unfortunately, there are not yet sufficiently elaborated standards as target categories for determining the quality of individual professions, and there is no institutional basis to ensure and control the quality of adult education.

To some extent the problems outlined above should be addressed by the Law on Continuing Education, the principles of which are being prepared for negotiation within the government.

Adult Education Administration and Legislation

The administration of adult education is carried out by individual departments. Adult education falls within the competency of one section of the Ministry of Education and Science. This institution has assisted in drawing up the principles for a Law on Continuing Education, and it is also the head office of the secretary of the accreditation board for re-training.

Generally speaking, legislation on adult education is unsatisfactory. As we said, there is no separate law on adult education. The legislative regulations which are important for adult education are those in the education department concerning extra-mural studies at secondary schools and universities, especially the paragraph on lifelong education in the Act on University-Level Schools of 1990. The order of the Ministry of Labour and Social Affairs No. 51/1991 on re-training is also significant, as are the paragraphs on the granting of educational leave introduced in the Labour Relations Act. The other regulations are mostly of a departmental nature.

Organisational Structure

Given the ambiguous responsibilities for management and co-ordination in adult education, as well as the insufficient legislation, it is impossible to build a simple organisational structure (network) of institutions.

Nevertheless, looking at the individual branches of education we can say that continuing professional education is provided for primarily in departmental educational institutions, in companies themselves, at university-level schools and secondary schools. A significant role in this form of education has been played by the City University, as well as by the Academy of Education and private educational institutions.

The Ministry of Culture is in charge of social and cultural education, which is directed by the National Cultural Centre. At present there are 35 regional cultural centres under the Ministry of Culture, which work closely together with the municipal and local cultural centres. Special-interest education has been provided for by, among others, the Academy of Education, which, in the future, should concentrate more on civic education, an area which still receives too little attention in Slovakia.

TABLE 1: **Adult Education Institutions**

Institutions	
Secondary schools	+
Universities or colleges	+
Special institutes in individual departments	+
Private institutions	+
Folk high schools	-
In-company institutes	+
The third sector	+

++ preferred
+ also utilised
- non-existent

Infrastructure

The training of experts for adult education takes place primarily at the Department of Androgogy in the Philosophical Faculty of Comenius University in Bratislava, and at the Department of Adult Education in the Philosophical Faculty of the University of P.J. Šafárik, Prešov. The relevant courses are Androgogy and the Education and Training of Adults. In the upper grades, study has been oriented towards three specialised subjects: professional education, cultural and educational work, and social work. Although it is conceptual activities rather than educational that form the focus of the students' work, they are also trained in this latter aspect. In Slovakia there is no systematic training of instructors of adults and it is not officially required. This is a problem that needs to be addressed in the future. The departments also participate in adult education research, which we will look at later.

There is no information system concerning adult education, which made it even more difficult to prepare this report. At present a draft information system is being prepared at the Ministry of Education and Science's Institute of School Information and Prognoses.

Financing of Adult Education

The ways in which **adult education is financed** are determined mainly by the character of the educational activities, the place they are carried out and also by the type of institution providing the educational activities (the budget, allowance, or commercial organisation, a private company, a trade corporation). Special resources are allocated for financing certain types of education such as re-training courses. However, resources for financing adult education still come primarily from »social means«. Companies acquire funding for the training of their workers through their enterprise activities. Funding for adult education also comes from individuals, social, professional and special-interest associations and organisations. Education financing has also been supported by various programmes and projects by private individuals, organisations and governments, both in Slovakia as well as abroad.

Needs for Adult Education

As far as the future development of adult education is concerned, in addition to the needs outlined above - the creation of a long-term concept, legislative regulation, accreditation and quality control, as well as the financing of adult education - there are still further needs emerging, especially the development of adult education at universities, addressing the problems of social and cultural education and the development of civic education.

The Modernisation of the Methods and Forms

Modernisation of adult education is gradually working its way through to adult education in practice. The focus is on taking account of the specific nature of adults and the development of their independence, creativeness and ability to learn. Research projects deal with problems related to the methods by which the curriculum is drawn up and the problems of distance education; projects are being prepared to establish adult education centres, and an open learning centre is being considered as well.

Many modern methods of adult education are being introduced into practice through the activities of foreign lecturers.

The Situation of Research

Institutions

Research in the field of adult education in Slovakia has been carried out primarily at the following locations:

- Department of Androgogy, Philosophical Faculty, Comenius University in Bratislava
- Department of Adult Education, Philosophical Faculty, University of P.J. Šafárik, Prešov

and partly by:

- the Institute of Continuing Education of Economists and Managers at the Economics University
- the Institute of School Information and Prognoses at the Ministry of Education and Science
- the State Educational Institute in Bratislava (in another sphere of teacher training)
- the National Cultural Centre

Research Themes and Priorities

Post-1989 research into adult education in Slovakia has only begun to develop to any significant extent quite recently. Immediately after the social and economic transformation began in 1989, the Adult Education Departments had to cope with a change in the overall concept and especially with the formation of new branches of study. Research was continued only on the Terminological and Explanatory Dictionary.

The trends in the further development of the theory of adult education and training and thus research trends too formed the subject of a series of meetings entitled Theoretical Encounters of the Adult Education Departments of the Former Czechoslovakia (Prague, Olomouc, Bratislava, Prešov). These meetings have continued since Czechoslovakia split into two independent republics.

The first significant impetus for the development of research into adult education under the new conditions came from an international conference entitled The Changing Job Market - a Challenge for Adult Education and Social Work Providers, which took place in Olomouc in 1992. The problems of adult education in the context of the countries of Central and Eastern Europe were highlighted and the first incentives for the development of research made particularly in a study by J. Kulich entitled The Role of Adult Education in the Post-Communist Period and Restructuring in the Countries of Central and Eastern Europe.

In 1992 a seminar entitled Adult Education and Social Change took place in Smolenice featuring international participation.

In 1992 the Association of Adult Education Institutions initiated the research project »Adult education in the process of the transformation of the economy and social development«, which was approved by the Grant Board of the Slovak Academy of Sciences. The research project was intended to address the following issues:

1. The requirements concerning the professional qualification educationalist in the field of adult education.
2. The specific educational and social needs of individual groups of educational and social service users according to profession, age, interests and ethnic origin.
3. The contemporary claims for the professional qualification of pedagogical workers in the field of adult education.
4. The possibilities for improving the methodical and socio-economic efficiency of adult education in our country: forms, methods and tools that will enable those involved in education (institutions and individu-

als) to achieve the expected return on the investment of energy, ideas, finances, time, etc in education, qualification and requalification, social assistance, etc (in 1993).

Information on this project was sent from the Department of Androgogy, which was where the research was carried out. The project as a whole has not been continued but certain themes will still be partially dealt with.

The establishment of Universities of the Third Age has also stimulated considerable development of theory in this field. A particularly important event in this regard was the staging of a conference in Bratislava in 1993 entitled »Enrichment of Elderly People by Educational Activities«.

As part of the Restructuring of the Labour Market project within the PHARE programme, a project entitled »Adult Education Strategy and Programmes in Slovakia« was carried out with the participation of the international consultant Peter van Engelshofen of the *Pedagogisch Technische Hogeschool* in the Netherlands. The following were the basic documents of the project:

- A presentation of the current situation in the field of adult education in Slovakia;
- Adult education in Europe;
- Recommendations for an adult education strategy in Slovakia;
- Recommendations for priorities and action programmes for the development of adult education in the Slovak Republic (this project was the first complex document on the educational situation in Slovakia and it also formed the basis on which this report was compiled).

The PHARE programme also includes certain other projects which only partly concern adult education. We should also mention the setting up of the human resources fund within PHARE in support of adult education projects.

In collaboration with Unesco and the Institute for Education in Hamburg, a research project was carried out as part of the project Strategies of Cultural Literacy Development in Rural Areas.

Another area in which problems are emerging is distance education for adults. Distance education is centred at the Technical University in Bratislava, where they are currently involved in a research survey on distance education within the adult population.

In general it may be stated that:

a) state support is especially evident in:

- the development strategy
- social development and economic growth
- the labour market and employment
- the development of human resources
- vocational education (especially re-training courses)
- education of the elderly

b) international funds, individuals and other organisations are engaged primarily in:

- systems and strategy
- social and human resource development
- vocational education
- target groups in adult education

c) researchers concentrate primarily on:

- the development of adult education
- terminological problems
- concepts of adult education development
- comparative adult education
- curriculum development and problems of methodology
- education of the elderly.

Priorities by period (comparing the situation before and after) are shown in table 1.

TABLE 2: **Priority themes by period (turning point is 1989) (C)**[2]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x	x				x
2	System, policy	x	x	x	x				x
3	Society, social development, economic growth								
4	Culture, quality of life	x	x	x	x	x	x		
5	Labour market, employment		x		x		x		x
6	Human resource development		x		x		x		
7	Formal (school) education	x	x	x	x				
8	General (non-formal, popular) education	x		x		x	x		
9	Vocational education	x		x		x	x		
10	Needs for AE			x	x		x		
11	Accessibility of AE						x		
12	AE organisations, providers						x		
13	Modernisation, new forms/methods			x	x	x	x		
14	Characteristics of participants, adults as learners				x		x		
15	Target groups		x		x				
16	Civic education, AE and democracy	x					x		
17	Young adults								
18	Education of the elderly		x		x		x		
19	Comparative education				x				x
20	History of AE			x					

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[2] Numbers rank the priorities, x means the priority is taken into consideration.

Funding

Research in the Slovak Republic has mostly been financed by the state through individual ministries. Adult education research has been financed primarily through the Ministry of Education and Science and the Ministry of Labour, Social Affairs and the Family. The finances of the Ministry of Education and Science are allocated by the Ministry of Finance from the state budget for science and technology. Research in the field of education has so far been financed on the basis of a grant system of evaluation. Adult education research falls under the responsibility of the Grant Commission for Pedagogy and Psychology. Proposed projects are sent to three reviewers, at least one of whom is foreign. The most important criteria are the scientific nature of the project and the effectiveness of the results. Recommendations for the financing of individual projects are based on the judgement of the reviewers. The results of the projects are evaluated and funding allocated accordingly.

Furthermore, at some universities and colleges there are faculty research projects financed by the department of science and research of the individual faculties.

The Organisation of Research

At present in the Slovak Republic research in the field of adult education is not sufficiently co-ordinated, and since there is no information system in adult education it is very difficult to obtain information and statistical data on the situation in research. There is no specialised centre for adult education in Slovakia and research is primarily undertaken at two adult education departments and partly at certain adult education institutions. In addition to research in andragogy and pedagogy, there are other sciences such as sociology, psychology and economics that form the basis of knowledge for the development of adult education. The main sources of information on research activities are pedagogical journals, but there is no special journal devoted to adult education in Slovakia. This is, in part, made up for by the Information Bulletin of the Association of Adult Education Institutions, and there are plans to change it into a quarterly review of »Adult Education«.

The libraries of the Slovak Republic take in 19 titles of journals devoted to adult education and about 15 journals of broader orientation which occasionally include articles on adult education.

Postgraduate study (to PhD level) is carried out as specialist study in androgogy within pedagogical studies. Applicants for this course are mainly master's students of andragogy.

In the Slovak Republic the foundations have been laid for the formation of andragogy as an independent scientific discipline and a specific professional field. In the near future the Department of Andragogy at the Philosophical Faculty of Comenius University plans to put forward a proposal to the Accreditation Commission of the Slovak government concerning the setting up of andragogy studies as a separate discipline.

The establishment of a special institution for methods and research in adult education would be of great benefit for the development of research.

International Co-operation

As mentioned earlier in this report, international co-operation involves mainly the PHARE projects:

- Strategies and Programmes of Adult Education in the Slovak Republic
- Distance education
- Counselling activities
- In-service teacher-training
- Projects of educational programmes

Cooperation with UNESCO involves a research campaign which is part of the project »Strategies of Development of Cultural Literacy in Rural Areas«.

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Slovenia

Zoran Jelenc[1]

Introduction

Slovenia is one of those countries which at the end of the 1980s saw its social and political organisation undergo a thorough change. In 1991 it became independent. The changes, having both positive and negative effects on research on adult education, have affected our study in a major way. It is not easy for a society and its institutions to react both promptly and systematically to changes which are just occurring.

The fact that Slovene adult educators, by having anticipated the changes at a rather early date, were in a position to envisage the role of their profession in future developments was fortunate for adult education research in Slovenia; professionally they had already been relatively firmly established before the changes occurred.

The present study contains three parts, in accordance with the methodology for the preparation of the report comprising the instructions given in the Outline for the Preparation of the National Report (SASREA-CEEC), which was prepared by the SAEC and includes the original ESREA questionnaire in its third part (»State of the Art Study of Research on the Education of Adults in European Countries«). The data for Parts I and II, which comprise general information on the developmental characteristics of the country under examination and the general development of adult education within it, has been taken from a number of recent studies and works of research: Part III gives the information obtained by means of a questionnaire from individuals and organisations involved in research on the education of adults. The information in this part came from:

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- research institutions (of which 11 are included in our analysis);
- individual researchers (of which 23 are included in our analysis);
- research projects (of which 33 have been analysed);
- ministries (of which 3 are included).

Of the responses obtained we have considered all those that meet the criteria of the comparative analysis by ESREA and UNESCO with regard to the methodology used.

General Societal Situation and Changes

After the Second World War, when Slovenia - together with other parts of the former Yugoslavia - was freed from a four-year German-Italian occupation, it was constituted as one of the six republics of the Socialist Federal Republic of Yugoslavia. After the victory of the socialist revolution, carried out by the Communist Party of Yugoslavia, the country had a socialist social order with a one-party political system. It was characteristic of Yugoslavia at that time that, despite the fact that in terms of the social system it belonged to the group of socialist countries of Central and Eastern Europe, it acquired - thanks to its refusal to accept the repressive policies of the Soviet Union and the Informbiro after 1949 - a relatively higher degree of autonomy than the other states of the Eastern bloc. This was made manifest in particular in a significantly less rigid and orthodox implementation of communist ideology in the political system and the greater international openness of the country. Characteristic of the internal social and political system of Yugoslavia was the system of socialist self-management, which on the surface seemed to give the people more decision-making power in comparison with other socialist countries; in reality, however, the system of decision-making in this type

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of state and social organisation was highly centralised, with the decision-making power in all matters related to government remaining in the hands of the Communist Party. Thus, the political system was de facto a one-party dictatorship. As regards foreign policy, Yugoslavia belonged to the group of non-aligned countries, being itself a precursor and initiator of the policy of non-alignment. Although the non-aligned movement was primarily an alliance of poorer and less developed countries (the majority of the members were the less-developed countries of Africa, Asia and Latin America), this orientation allowed the country to enjoy a greater degree of political and economic cooperation with the countries of both East and West.

The position of Slovenia in the former Yugoslavia was rather specific. Since it had been part of the Austro-Hungarian Empire, the societal, social and cultural circumstances and conditions in Slovenia differed a great deal from those of the rest of the former Yugoslav republics. Culturally and developmentally, it had belonged to »Mitteleuropa« (it was comparable to Austria, the Czech Republic, Slovakia, Hungary, Switzerland, southern Germany); after being incorporated into Yugoslavia at the end of the First World War in 1918, however, it became - as part of Yugoslavia, a southern European country - itself part of the European South. Although economically the most developed republic, Slovenia was - because of its small size, its cultural differences, its different language and Serbian hegemonic tendencies - unable to adequately express its interests in a highly centralised state, with power concentrated in the federal administration and the Belgrade authorities.

The weakening of central authority in the latter half of the 1980s led to a revival of latent aspirations for greater autonomy and independence, cherished by many of its inhabitants from the time of the establishment of Yugoslavia, or even from further back. The political changes which occurred in Europe after 1988 (the collapse of the dominance of communist parties, the fall of the Berlin Wall, the disappearance of the division of Europe into political blocs, the development of parliamentary democracy in the former socialist states, the advancement of market economies) enhanced Slovenia's development possibilities. The first free parliamentary elections in Slovenia were held in 1989; it was followed by a process of gradual political, economic and cultural liberation, which lasted till 1991, when Slovenia was finally separated from Yugoslavia and obtained international legal recognition of its independence. Slovenia then began rapidly to carry out the transformation of its political, social and economic system on the basis of parliamentary democracy and a market economy, while four of the former Yugoslav republics got involved in the war. In spite of the loss of the Yugoslav market (approximately 50 per cent of the Slovene external market), the economic conditions and the political position of Slovenia began to improve rapidly, and have continued to do so ever since. Today Slovenia belongs to the group of medium-developed European countries with a per capita gross national income of $9,300.

The Situation of Adult Education

Adult Education within the Education System

Before 1989, adult education in Slovenia was marked by two main characteristics:

- Like all education, adult education was subject to political-ideological goals and requirements. This meant that social goals had priority over the personal needs of individuals. Under the slogan »education for the workers« the requirements of the party were executed: the formation of socialist man and the strengthening of the socialist system;
- The series of educational reforms, which took place after the Second World War, appeared highly progressive - they were based on the principles of permanent education, the integrity of the entire educational system and the inter-relatedness of all its segments, the equal status of the education of children and young people and adult education, strong connections between education and work, and so on. These commendable principles were, however, impractical, partly because, during the preparation and implementation stages of the

reforms, the profession itself did not have enough say - the politicians carried out the implementation of ideas of reform in a simplistic way by political means - and partly because society had not reached a stage, either spiritual or material, which would allow a complete transformation of the system in all the necessary directions.

In adult education two ideological concepts had particularly negative consequences:

- The formation and implementation of an »integrated social system of education«. In practice, this brought about the harmful uniformisation of the education of children and young people and the education of adults in most of its systemic elements (administration, legislation, organisation, implementation, courses, developmental infrastructure, staff development), which resulted in the disappearance of the distinctive character of adult education which had already been established and had benefited adult education development. Adult education - especially the courses towards a degree (formal education) - became very »school-like« and, therefore, less attractive to the participants;
- The attempt to connect education and work was based on the assumption that the workers and work organisations would be able to identify and establish their educational needs, and thus to relieve the state of the burden of responsibility. Since this idea included responsibility for the material support of education (financing activities), adult education ceased to be, as a rule, financed from the budget; now it became dependent on the funds provided by work organisations and other beneficiaries. Since the assumptions on which this idea was based were completely ideological and its implementation optional (the degree of awareness and the capability of both workers and work organisations to take care of their education had been overestimated, as with the funds and the motivation of work organisations for education), it failed to materialise to any real extent.

Although in principle it won its proper place in the system, adult education remained inadequately regulated in practice and, therefore, deteriorated into a marginal field of education, which led to a severe crisis lasting several years.

The depth of the crisis called for intensive and coordinated action on the part of professionals and individuals vested with social and political functions. In 1984 the professionals adopted a long-term programme of adult education development, and in the following years they started implementing it both through research (projects for the establishment of concepts and strategies of adult education) and through the introduction of new practical approaches.

The results of this development strategy began to manifest themselves in 1991, the year Slovenia won independence (this was no mere coincidence). And these results are still evident. In the »Education for the 21st Century« research project, adult education was defined as an independent field for the first time in Slovenia, equal in concept and status with the education of children and young people. Adult education is no longer presented as a minor branch of the educational system, but as a field of equal importance, forming, together with the education of children and young people, an integrated system of education within the concept and strategy of lifelong learning.

The year 1991 can be regarded as another milestone; that was the year in which fundamental changes and events enabled the swifter development of this sector.

- The Slovene government provided special funds for the development of adult education.
- Within the Ministry of Education and Sport a special adult education unit began to operate. It later grew into a department. The Ministry of Labour later established an advisory post for adult education as well.
- The Ministry of Education and Sport started to prepare a special act on adult education.
- The Slovene Adult Education Centre was established. Its mission is to further the education and learning of adults in Slovenia.

- An adult education studies course was offered by the Ljubljana Faculty of Arts as an independent course of study.
- An expert basis for an adult education master plan (national programme) was set. The master plan will define education courses and providers of special importance for the national development of adult education.

These measures represent a significant enhancement of the possibilities for the development of adult education in Slovenia, which in today's educational policy and practice enjoys a status and position of greater autonomy within the overall system of education. This was clearly stated in the development documents and plans (the White Paper, published by the Ministry of Education and Sport in 1994 as the basis for preparation of new education legislation), but has failed to be introduced thoroughly into the definitions of laws and regulations; similarly, it fails to be followed in practice in the systemic regulation of education.

Thus, the principal strategic goal still remains the implementation of the conceptual scheme of lifelong learning, comprising two equally important and complementary fields of education:

- education of children and youngsters or »initial education«;
- adult education or »continuing education«.

Adult Education Administration and Legislation

Administration

After 1991 an administrative unit for adult education was formed at the Ministry of Education and Sport (Adult Education Sector) and the Ministry of Labour, Family and Social Affairs (Office). Other ministries (e.g. for economic affairs, agriculture, justice, defence, etc.) treat adult education only in connection with their partial interests and not as an activity of general interest. Therefore, they do not publicly assume responsibility for this activity and also lack the administrative organisation necessary to perform it. In matters of common interest, within the competence of the government and outside the competence of individual ministries, the Ministry of Education and Sport performs the function of co-ordinator. It is expected that the two ministries which hold basic responsibility for the development of education as a matter of public interest (the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs) will divide among themselves the competencies and responsibilities in such a way that they will be able to take care of their own education area in a relatively autonomous way: the Ministry of Education and Sport will be responsible for the policy of adult school and general education, while the Ministry of Labour, Family and Social Affairs, having jurisdiction over employment, should be responsible for adult education in connection with the regulation of the labour market (employment, unemployment, vocational education, certification). So far there has been no official agreement about this.

The administration of adult education at the local (regional, communal) level is not yet adequately organised, although the need has already been expressed; it appears in the new legislation regarding education. At the lowest level only the most urgent matters, which fell undoubtedly under the jurisdiction of local authorities, and had done so in the past, are regulated (for instance, the financing of the elementary education of adults, the establishment of people's universities, the financing of a number of their programmes, which is left to the discretion of local authorities, or rather the availability of funds).

Similarly, adult education has official representation only at the state level. It is stipulated by law that for the field of education the government has three councils: besides the councils for general and vocational education, there is an adult education council (Council of Experts of the Republic of Slovenia for Adult Education), which is a consultative governmental body for planning and carrying out annual state adult education programmes, and for creating general conditions for the development of adult education. The Council's main body of work will, however, include tasks that ensure that proper attention is given to the organisation, quality and efficiency of adult education, as well as its specific programme and organisational development: the accreditation of educational programmes, catalogues and standards of knowledge and other technical questions which influence adult education provision. Special representative bodies do not yet exist at the local level.

Legislation

In comparison with the conditions before 1989, when all post-elementary education (including a considerable part of adult education) was regulated by a single act, the legislation of education is now greatly diversified; school education legislation comprises - beside an umbrella act for education - a set of specific laws for all levels and types of school education (elementary, vocational, grammar school and higher education), as well as a law covering pre-school education and a law regulating the education of adults (an umbrella law for adult education). All these laws which - with the exception of the law on adult education - deal primarily (in their fundamental conception) with education of children and young people, pay attention to the question of education of adults. In this way the law regulates the basic issues concerning the organisation and financing of adult education (analogously to the education of children and young people), particularly the area of education concerned with the acquisition of formal education and the area of formal education itself. All other types of education which can be roughly classified as non-formal are provided for by a special (umbrella) law on adult education. For adult education this is the most significant new achievement, surpassing any of the previous periods. It is significant in that it provides for a number of issues of great significance for the overall development of adult education, particularly the following: basic principles, the definition of the field and adult education (with the focus on non-formal and out-of-school education), the organisation of public services for adult education (organisations, programmes), the national programme (the manner of specifying and implementing it), the manner of allocating funds for adult education, especially the financing of the national programme of adult education, the determination and observation of standards and norms in adult education, and the assessment and certification of knowledge.

Adult education in Slovenia is - as in other countries - dealt with by other laws as well, which do not fall into the domain of the Ministry of Education. This is mostly labour legislation with provisions for job-related questions (the rights and obligations of the employees concerning education, educational leave entitlement, the payment of fees for the education of employees), employment (education of the employed and the unemployed), social security (safety at work, education of the disabled and handicapped, etc.), which is the responsibility of the Ministry of Labour, Family and Social Affairs. The laws providing for tax relief and other concessions and the instruments of financial policy related to education are also relevant here. The question of education appears further in connection with the laws regulating different branches, stipulating the educational obligations of the employees resulting from the demands of specific types of activity (special technical exams, professional continuing education, licensing, the regulation of all types of knowledge, forms and methods of assessment, etc.).

The education of employees is also stipulated in the collective agreements signed by the government, the employers and the employees.

Organisational Structure

Slovenia has a fairly well-developed network of providers of and organisations for adult education. The structure of institutions offering adult education programmes can roughly be divided into two types of providers:

a) institutions with education as their main activity;
b) institutions which are providing education as an additional (not main) activity.

In group a/ are the following main types of institutions (in brackets is the number of institutions in 1992/93):

- folk high schools, called usually people's or workers' universities (43); they are as a rule organised within municipalities and cater for municipal or regional adult education needs;

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- educational centres within commercial enterprises (approx. 100, of which 33 are accredited); they conduct chiefly vocational and technical education and further vocational training for the companies or group of companies under whose auspices they were set up;
- secondary school departments for adult education (72), offering adult education as an ancillary activity;
- institutes of higher education (28); some of them have well-developed study centres for adult students but some do not make separate arrangements for them;
- special educational centres (16); function fully or partly as specialist educational institutions (for management, foreign languages, business and technological training, etc.);
- private education institutions (35, the number is changing rapidly); these form the youngest category (1991 onwards), and the programmes they offer are mainly languages, general and technical education.

In group b/ are »non-educational« organisations. They are not defined by their main activity as educational institutions, but run educational courses as an ancillary activity. Since they cover both technical and general education they offer a most diverse range of courses. This group consists of two kinds of institution:

- regularly functioning institutions in different fields and branches such as science, arts, culture, finance, agriculture, defence, etc;
- associations, societies, clubs and other non-governmental organisations, for both professional and leisure-time activities and purposes.

These institutions represent the classic range of adult education institutions and programmes, but in Slovenia some of the characteristic adult education institutions are missing: these are, on the one hand, the institutions offering specific educational services (e.g. residential adult education centres or residential folk high schools; colleges of higher education and community colleges; information and counselling centres) typical of developed countries, and on the other hand recently emerging centres using non-traditional methods of education (distance education centres, open universities, open learning centres, multimedia centres, etc.) It needs to be said, however, that some of these have started emerging lately; there are, for example, projects under way to further the development of study circles, learning exchange, centres for self-directed learning, centres for the accreditation of prior knowledge, centres for young adults, etc.

Although the network of institutions for adult education is relatively well-developed, it is unevenly distributed; therefore, the accessibility of learning varies a great deal in different parts of the country.

Infrastructure

The research capacities in the field of adult education will be dealt with in more detail further in our report. Suffice to say that until 1991 Slovenia did not have any significant professional or research institutions for the development and advancement of adult education. The situation improved with the establishment of the Slovene Adult Education Centre in 1991. The focus of its work is on developmental and applied research, which will contribute to the general progress of adult education and the advancement of an adult learning culture in Slovenia. What is needed, besides this centre, are specialised developmental institutions for specific areas of adult education: professional and vocational education, school education (especially secondary, but also primary), higher education, the education of staff working in industry, education related to employment and unemployment, general education for the personal needs of individuals, community education and education for democracy, etc. One of these types of institution was recently established: the Centre for Vocational Education. The rest are understaffed, with only 1-2 employees on average, or are not yet in operation.

Financing of Adult Education

Although the situation has, in recent years (i.e. since 1991) improved, the financing of adult education is still insufficient and not regulated precisely enough in systematic terms. Before 1991 the Slovene government did not allocate any funds for adult education; the adult education programmes were rarely financed with public funds.

The share of public funds in the financing of adult education is still relatively low; according to 1994 figures, it amounts to a mere 0.1 per cent of GDP (it ought to be nearer 1 per cent) and only 2.2 per cent of all public funds available to education (this figure ought to be nearer 10 per cent).

Now that the new education legislation has been passed, these shares will no doubt increase.

The Adult Education Act stipulates that financial means for public adult education organisations are guaranteed out of the state budget. These funds are earmarked for: salaries, to cover the costs of adult education programmes defined by the annual national programme and plan of adult education, funds to carry out infrastructural activities and other tasks. The law also allows other means of financing and gives the possibility of establishing an adult education fund at the state and local levels.

The National Adult Education Programme defines the approximate extent of the funds needed in a given time period. The government will define the implementation of the national programme by the annual programme of adult education. In this programme the »extent of means which are to be guaranteed by the annual state or local budgets« for the implementation of adult education programmes are defined. The law obliges individual ministries to cooperate in preparing, adopting and financing the annual plan.

From their budgets local governments will still guarantee funds for educational institutions, established by local governments (for investments, capital costs, operating costs, investment maintenance), but they are not obliged to co-finance their activities (basic adult education is an exception), and they have not been doing this so far, or if they have the shares have been minimal. It is up to the local authority to pass an annual plan, or to establish an adult education fund. Within the task of implementing the new act on local participation other questions come to the fore, and it is not to be expected that these measures will be carried out in the near future.

The system of financing professional and vocational education remains less well-defined; the principles - partnership co-financing schemes (state, employer, employee) - have already been established, but the system has not yet been put into operation.

To some extent, funds for adult education are also granted by other laws, such as:

- labour legislation on employment, rights of employees, social security, the laws providing for tax relief and other concessions and instruments of financial policy related to education, the laws regulating further education in different branches have already been mentioned (see Legislation).
- The Law on Investment in School Premises, Computer Literacy and Language Vouchers for Adults (adult education will be given funds to co-finance the learning of foreign languages, SIT 100 million annually, which represents 37 per cent of the total amount at the disposal of the Sector for Adult Education at the Ministry of Education and Sport).
- The Public Procurement Act which introduced a new mode of financing of projects (and not of institutions) through public tenders.
- Privatisation legislation, which enabled the establishment of the Development Fund of Slovenia and state funds in individual areas, e.g. the environment, preserving the population in less well-developed areas. The funds are enlarging the sources and extent of money for adult education, too: the stimulation of free enterprise, environmental protection, retaining the population of rural areas in Slovenia.
- The Founding Act (which will regulate the founding and activity of specific funds in the field of science, culture, education, social and health care etc.; it is important because it again opens up, after 65 years, the possibilities of investment in matters of general benefit.

When not determined by laws, adult education and learning are financed by means of decrees, private foundations, the participants themselves and others, their share depending on the kind of programme and the interest of partners.

Adult Education Needs

In view of the fact that adult education has long been in crisis, the needs for this type of education are great. This applies both to the needs of society and those of the individual. Slovenia has a very inadequate educational structure, a greater part of the population still having a level of education which is too low - in general and professional terms. The economic, technological and general social and political changes require, on the other hand, an improved level of general education, as well as an upgraded and updated professional education, especially for the top levels of management and professional staff. At this point, therefore, we need to accept the fact that in future years Slovenia will need a full range of formal and school education services and a wide and varied choice of non-formal education. The demand is presently still rather one-sided and narrowly directed . is concentrated on »hot« topics such as computer science, languages, management, the running of companies and private companies, dealing with problems of market economy, banking and stock exchange trading, etc.

Modernisation of Adult Education

It has been mentioned in other contexts that adult education in Slovenia has inherited school-institutional and pedagogical-didactic educational approaches, which can briefly be characterised as traditional education models. To accomplish the transition to newer, more up-to-date, non-traditional models, intensive professional developmental work and time are needed. The modernisation of adult education is actually progressing quite successfully, mainly as a result of the research and development efforts of the Slovene Adult Education Centre. Its principal research projects, whose main aim is the establishment of the principles and strategies of lifelong education and the fostering of a culture of learning in Slovenia, have been dealt with under another heading. In view of the present conditions of financing and implementation, these efforts can be anticipated to produce good results in due course. It will take time before the activity can fully expand and spread, maintaining the required level of quality.

The State of Research on Adult Education[2]

Institutions

Number of Institutions

Slovenia has two universities, in Ljubljana and in Maribor. Both have faculties which deal with education, including the education of adults.

In Slovenia ten institutions are involved, directly or indirectly, in research on adult education; they are faculties, institutes and centres, of which seven belong to the university.

Location of Research

Two faculties within the two Slovene universities are at the centre of university research on adult education: the Department of Pedagogy at the Faculty of Philosophy in Ljubljana, and the Faculty for Organisational Sciences in Kranj, which belongs to the University of Maribor. In addition, there are five further scientific institutes and development centres in Ljubljana, which in a broader organisational sense also belong to the university: the Institute of Pedagogy, the Centre for University Development, the Institute of Social Sciences, the Institute of Economic

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[2] This part of the report is based on the results of research done between 1993 and 1994. More recent figures were added to these findings only where this seemed possible or necessary.

Research and the Institute of Labour. Research on adult education does not constitute a basic research interest of these institutions, yet it is touched upon in the research topics dealt with by each institution (pedagogy, society, economy, law, labour, etc.)

It needs to be said at this point that since its establishment in Ljubljana in 1991 the Slovene Adult Education Centre (SAEC) has developed into the strongest research centre in the domain of adult education, as is evident from the number of research projects undertaken (10 in the last 2 years) and the number of employees engaged in research work: of the staff of 20, 12 are involved predominantly in research and development projects[3]. Research, the central topic of which is adult education or andragogy, is organised as a constituent organisational unit of the centre. The SAEC projects involve a considerable number of outside experts, who even represent the majority of adult education researchers in the country. Organisationally, the Slovene Adult Education Centre is not yet part of the university. Apart from the SAEC, the development projects are carried out by other institutions, in particular the Board of Education of Slovenia and the Association of Educational Centres of Slovenia.

Research Staff

The results of our study show that in 1993 there were 23 researchers active in the field of adult education; 7 of them belonged to university institutions, and 16 to other institutions unconnected with the university. The strongest research team belonged to the SAEC (10); two university institutions had 3 active researchers at the time of the study, and the remaining institutions had only 1 or 2.

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[3] In 1995 the SAEC continued to grow in terms of staff and programmes. It presently has a staff of 30, of whom 18 are researchers. The analysis shows the SAEC to be primarily a research and development institution: approximately two thirds of the applied projects of the centre was involved in were in developmental research.

In the past, Slovenia paid little attention to the development of research staff in the field of adult education. Therefore, the present academic qualifications of the researchers are relatively low. Only one third has a PhD, one third a Master's degree and one third a Bachelor's degree. The researchers have a variety of backgrounds; most are from the field of education (9); the second strongest group come from the area of organisational science (6); then come psychologists and sociologists (3), economists (2) and others (philologists, lawyers, historians (1 each))[4].

Research Priorities

General Statement

Research priorities are dictated more by the market, the interests of researchers and the authors of research studies than by any common national policy. Although there exists a general framework for the determination of priorities, it can be stated that the state has not elaborated any concrete plans for the development of adult education or research in this field. The most explicit in this regard is perhaps the Ministry of Labour, Family and Social Affairs, which supports both the general development of the adult education system and its own more specific priorities, which are: the training of labour for employment and, in connection with this, the development of a normative system, and the better organisation of adult education services. The Ministry of Education and Sport actively supports and encourages research on formal education and has encouraged, in the area of adult education, research on vocational education. The ministry's response to other topics has been

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[4] The situation regarding the development of staff is gradually improving; a new generation of professionals is emerging with adequate academic qualifications. The ratio of university-based to non-university-based researchers changed in 1995 in favour of the latter; the number of researchers in the SAEC has increased, whereas other institutions have seen no significant changes.

relatively encouraging, although it has not demanded research on these issues. The Ministry of Science and Technology views research on the education of adults mainly within the perspective of the implementation of the National Research Programme, which pursues the development goals of society, among which adult education represents a rather small and not very prominent segment. Other partners do not define general priorities; in general they advocate their own limited interests.

Under these circumstances the role of adult educators has been very important. They have managed to define - at the right time - research priorities for adult education and have succeeded in having their themes - important not only for general social development, but also for adult education and research in this area - accepted into the National Research Programme. The priorities were therefore determined by adult education professionals, who by persisting in their work gained support for their programme from the relevant authorities.

Research Themes

Dominant themes in current research activities

In Slovenia research is done on a great number of themes and practically all major issues of adult education. In the research studies analysed, the following themes connected with the education and learning of adults have appeared:

- andragogy, the theory and concept of adult education; the relation between pedagogy and andragogy;
- adult education terminology;
- the system of adult education and development prospects (organisation of network, development of specific areas, administration, legal status);
- adult education and society (its role and scope, impact on productivity and processes of restructuring);
- economic significance, economics, financing of education;
- educational needs, planning and development of human resources;
- education and the labour market (the employed, the unemployed and the redundant);

- types of learners (students, prisoners, the elderly - needs, personal development, motivation);
- methods of education (multimedia, distance education, experiential education);
- development of new kinds (forms) of education and learning (study circles, self-directed-learning centres, young adult centres, independent learning);
- adult education information system;
- functional literacy;
- non-formal education (in organisations and communities);
- education and democracy;
- education of prisoners;
- comparative research;
- the history of education.

The wide scope and variety of research themes approached is a result of the very active endeavours of Slovene adult educators to fill the gaps which occurred in the development of adult education in the past.

Present priorities by financial support (see table 1 p. 398)

The state gives priority to research programmes dealing with the current problems of society in general and its education system in particular. The highest priority is given to the development (and relevant research) of professional education, especially the formal school system and, in a similar sense, education and training for the labour market. The social partners appear relatively rarely in the role of co-financers; when they do, it is again in relation to current needs, such as education for the labour market, the unemployed (as a target group) and professional education. International funds participate in research programmes by contributing modest means. They support community education, the education of target groups (unemployed young adults) and the policy and system of adult education. Other resources are hardly ever applied to co-finance research; when so, it is in keeping with their current needs, and since these are mostly employment agencies, their priories are - needless to say - the unemployed, the labour market and professional education.

Present priorities by frequency and extent (see table 2 p. 399)

When research priorities are not analysed from the perspective of the extent of finances available, the most valid information can be obtained from the researchers with their interests, generating research topics regardless of their financial coverage. They are obviously interested in conceptual and systemic issues, innovation in adult education and other general questions, such as comparative research, history, economics, non-formal education, etc. The same is true of research institutions, as they reflect researchers' interests and initiatives. International organisations give high priority to issues of system and policy, community education or education for democracy, and the issues of the labour market with specific target groups. The state obviously gives special support to the topics it later finances; therefore general priorities coincide most clearly with the financial here.

Comparing past and present priorities (see table 3 p. 400)

In view of the extent of social and political changes that have occurred in Slovenia and other countries in transition we can expect, with reasonable certainty, a change in priorities. This applies more to the state than to the researchers, since we may assume that their research interests are less subject to external change and more firmly based on an internal system of values and interests. Compared with the past, the present state priorities favour topics related to the labour market and social and economic development on the one hand, and the regulation of systemic questions on the other. The same may be said of other resources. The researchers and the institutions to which they belong, however, are interested mostly in conceptual and systemic problems, although they do not close their eyes to current social problems (labour market, target groups, professional education). It can be stated with certainty that the number and range of priority topics have increased, so that the present range of research topics dealt with by researchers and their institutions is much greater than it was in the past.

TABLE 1: **Priority themes by financial support (A)** [5]

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception				
2	System, policy			1	
3	Society, social development, economic growth				
4	Culture, quality of life				
5	Labour market, employment	3	1		2
6	Human resource development				
7	Formal (school) education	2			
8	General (non-formal, popular) education				
9	Vocational education	1	3		3
10	Needs for AE				
11	Accessibility of AE				
12	AE organisations, providers				
13	Modernisation, new forms/methods	x			
14	Characteristics of participants, adults as learners				
15	Target groups	x	2	3	1
16	Civic education, AE and democracy			2	
17	Young adults				
18	Education of the elderly				
19	Comparative education				
20	History of AE				

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[5] Numbers rank the priorities, x means the priority is taken into consideration.

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TABLE 2: Priority themes generally (B) [6]

	THEMES	State	Political bodies	Social needs	Resear-chers	Providing institutions	Internatio-nal bodies
1	Theory, conception				x	x	
2	System, policy	x			1	2	1
3	Society, social development, economic growth	x		1			
4	Culture, quality of life			x		x	
5	Labour market, employment	3	2	x			x
6	Human resource development						
7	Formal (school) education	1					
8	General (non-formal, popular) education			3	x	1	
9	Vocational education	2					
10	Needs for AE					x	
11	Accessibility of AE			x			
12	AE organisations, providers						
13	Modernisation, new forms/methods				2	x	
14	Characteristics of participants, adults as learners						
15	Target groups	x	1	x	3	3	2
16	Civic education, AE and democracy			2			3
17	Young adults				x	x	
18	Education of the elderly						
19	Comparative education				x		
20	History of AE				x		
21	Economics of AE				x		

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[6] Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: **Priority themes by period (turning point is 1989) (C)** [7]

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x			x		
2	System, policy	2	x	1	1	2	2	2	
3	Society, social development, economic growth		x						
4	Culture, quality of life						x		
5	Labour market, employment		3		x				2
6	Human resource development	3							
7	Formal (school) education	1	1			1			
8	General (non-formal, popular) education			3	x		1		
9	Vocational education		2		x				3
10	Needs for AE			2		3	x	1	
11	Accessibility of AE								
12	AE organisations, providers								
13	Modernisation, new forms/methods				2		x		
14	Characteristics of participants, adults as learners			x					
15	Target groups		x		3		3		1
16	Civic education, AE and democracy							3	
17	Young adults				x		x		
18	Education of the elderly								
19	Comparative education				x				
20	History of AE				x				
21	Economics of AE			x	x	x			

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[7] Numbers rank the priorities, x means the priority is taken into consideration.

Funding

Sources of and Channels for Funding

Research on the education of adults in Slovenia is funded mainly by the following three sources:

a) At present, the state provides most of the funds for research on the education of adults. An examination of the sources of the funding of a number of research projects reveals that public funds have been provided mostly by three of the Slovene ministries: the Ministry of Science and Technology, the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs. The actual amounts allocated by each of the ministries for a particular project depend primarily on the type and subject of the research project in question. Regarding research on the education of adults, it seems that, on the whole, approximately the same amount has been provided by each ministry i.e. a third of the necessary finances by each of them. Occasionally, however, a ministry has allocated a higher or lower level of funds for a particular research study than the other two, whereas some projects have received the backing of only one or two of the ministries.

Of the total amount of the research funds available, the Ministry of Labour, Family and Social affairs allocates the highest proportion - 60 per cent of its total research budget - to research on the education of adults. The Ministry of Education and Sport has a policy of financing research on the education of adults in proportion to its share in the overall research programme, with the funds allocated to adult education rising slightly over the last few years. The Ministry of Science and Technology allocates 14.5 per cent of the funds intended for research on education and sport to research on adult education, which constitutes 0.15 per cent of its total research budget.

b) Research on the education of adults is, as a rule, rarely financed by other partners, who generally contribute only a minor part of the necessary finances. Of the 33 research projects analysed, only 5 were backed by other interested parties (e.g. the Chamber of Commerce, professional associations, political organisations, sponsors); 3 of the research projects were financed in part by research and university institutions. Several research projects were carried out by the researchers themselves and they received no remuneration for their work. The contribution of partners in the above-mentioned projects has never exceeded 10-20 per cent of the finances required.

c) Three research projects have been, and are still being, financed by foreign partners, the UN, PHARE and UNESCO, their contribution ranging from 38 per cent to 100 per cent of the cost of a particular project.

Mechanisms for Allocation, Assessment of Output and Quality Control

As a rule, public funding is conducted by the state through its ministries, which finance, independently or jointly, those research projects which meet the established criteria. The most general consideration in assessing a research project is whether its subject is in tune with the national interest as expressed in the publicly confirmed National Programme (for research, education, employment, economy, etc.). As public funds are limited and the number of projects competing for financial support by the state is great, additional criteria have to be applied, the most important of which are: whether the research project has been commissioned by an interested party or not, whether one or more parties are ready to finance the project jointly (the parties in question being government agencies or other partners from home and abroad), whether the researcher has a good professional record (as testified by international publications, a high research reputation, research capacity and ability, good references for organisational skills), the social relevance of the research topic suggested, the possibilities of its application, and the rational use of the available funds. These criteria are especially important in applied research, whereas in basic research, the international references of the project leader and his team carry most weight.

A special procedure must be observed when assessing individual research projects, which ensures strict quality control at the input as well as the output stages. It is especially rigorously observed when the funds are requested from the Ministry of Science and Technology. The evaluation is done by domestic and foreign experts, the procedure carried out by a special commission nominated by the ministry (»research field« commissions, R&D councils). The results are published in two ways: through the researcher's report and through the client's evaluation of the results and their applicability.

The decisions as to which projects will be financed by the state reflect, apart from the criteria mentioned, also the more practical »existential« considerations - a balanced distribution of public funds among research institutions and research areas.

The citation analysis constitutes - alongside the international references of the research leader and his team - an important element of the assessment procedure which we have already described. In the area of social research and humanities it has been perhaps given too much weight; many good authors have in recent times devoted their attention primarily to the changes occurring at home and have, therefore, not been publishing their findings internationally.

Organisation of Research

The Basis of the Discipline

Approximately one half of the research studies analysed is basically monodisciplinary, pertaining either to pedagogy (in a broad sense) or andragogy. The second half is multidisciplinary or interdisciplinary in an approximately equal ratio. The disciplines which, besides pedagogy and andragogy, appear most often in these research studies are sociology and economics (in about a quarter of the research studies), psychology and organisational sciences (in a fifth of the research studies); technology, human resource management, information science, law, natural sciences and history are also represented.

A review of the institutions, which represent various basic disciplines in research on the education of adults, shows research on the education of adults to be a distinctly interdisciplinary field.

Basic and Applied Research

Public funds can be obtained for both basic and applied research. As, however, there are more financial resources available for applied research than for basic research, and as in applied research the criteria for receiving state money are less rigorous, applied research is no doubt privileged. The position of basic research in the area of adult education reflects this general research policy and practice. Within adult education this fact can be further illustrated by the following figure: out of 33 research projects examined for the present analysis, only 3 (or 10 per cent) could be defined as basic research. Several research studies which have been examined could be defined as combined research; all remaining projects, however, fall into the category of applied research. The amount of public funds allocated to basic research on the education of adults compares unfavourably with the amount allocated to applied research, which is not very surprising in view of the fact that adult education is an applied discipline[8].

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[8] In our research project we did not analyse the proportion of developmental research within applied research. We are now giving this consideration more attention, since the new law covering research activities specifies, besides basic and applied research, developmental research. It deals with the systematic application of knowledge and understanding, obtained by research and practice, to create new materials, devices, systems and methods, to design products, to prepare prototypes, processes, services, organisational systems and to improve them. In the field of adult education, this type of research presently represents a rather important area.

Quantitative and Qualitative Research Methods

In a third of the research studies the qualitative method prevails; only in rare cases (3) is the predominant method quantitative, while in the remaining research studies, i.e. the bulk of the research on the education of adults in Slovenia, both types of approach are combined.

Forms of Co-operation

Co-operation is fostered by the funding policy we have already described: in order to be able to compete for public funds, an applied research study has to be commissioned by a client, who has to provide the finances needed for the initial phase of the project (joint financing), which supposedly suggests the existence of an authentic interest in the research proposed. The researcher is, therefore, forced to take on the active role of providing the money for his project from one or several interested parties. In reality it usually takes a fair amount of convincing before the potential client gets »interested«; it is not easy to find a client of the right financial standing with at least a general interest in the theme proposed.

The present adverse economic and financial situation in Slovenia makes it difficult to find individuals or organisations willing to provide financial support for research on the education of adults; they are not easy to find either in industry or in the service sector, either among private or state-owned businesses; it is equally difficult to gain support from trade and business associations, trade unions or political and voluntary organisations. The only source of research money available is, therefore, various government departments and agencies.

With the local government system undergoing a transformation, most of the negotiations concerning the funding of research work is done centrally, at the national level.

In some cases, when the researchers and the organisation in which they work are especially keen on conducting a particular research study, they start working on the project, using their own financial resources, and hope that when the first results have been presented and the problem has been further elucidated, someone will be induced to provide further finances.

Compiling of Inventories of Research

The Ministry of Science and Technology has a carefully arranged system of compiling inventories of research as well as an elaborate system of supervising the work of research institutions and researchers. The research studies (phase reports, abstracts, summaries) are arranged according to topic and field, with an expert assisted by officers and counsellors of the ministry responsible for each particular field. The research reports are stored by computer and are accessible to the officials of the ministry; the entire research documentation, however, is kept by the researchers or, if published, in various documentation centres and libraries.

Other ministries do not have such a well-developed system of compiling inventories; they are developing it in accordance with their organisational capacities and facilities.

The dissertations are registered at the university and an appropriate state office. One copy of the dissertation has to be sent to the National University Library and another to the professional library of the faculty from which the student received his doctoral degree.

Publication of Research Results

Publishing research results as books is risky in Slovenia, as the market for books in the Slovene language is very small (a population of only 2 million), especially the market for professional publications in an area such as adult education, which interests a rather narrow circle of people (professionals in this field). The circulation of most of the published research studies never exceeds 200-500 copies. In spite of this, half of the research studies analysed have been published as books. The results of two research projects have encouraged the publication of a specialised series called Adult Education in Slovenia, of which 7 volumes have appeared so far. The recently established SAEC provides better institutional facilities for publishing the results of research and development projects.

Most research findings are published either as research reports or in reference books, as articles, conference proceedings or radio and television presentations, etc.

Four research studies have appeared as independent publications in several foreign languages, all of them in English, and one in all the languages of the UN (English, Russian, Arabic, Spanish, Chinese). One third of the research was published abroad as article or conference papers, mostly in English, but also in German and Spanish.

Some of the research studies which have not yet been completed are expected to be published abroad in book form.

Books in foreign languages have been printed mostly in Slovenia; only one of them has found a foreign publisher (the UN). The articles are published in distinguished foreign periodicals, the papers in conference proceedings.

The dominant foreign language in which the results of research on the education of adults in Slovenia have been published is English; only a few articles have been translated into German or Spanish.

Continuing Professional Development

Postgraduate Training

The Ministry of Science and Technology has a special fund used to provide grants for postgraduate studies and the training of young researchers (aged up to 28). The programme, called »2000 researchers,« has been in operation for seven years now and has so far included 2500 candidates, of whom more than a third have successfully completed their training and obtained a Master's or PhD degree. Researchers in adult education have the same opportunity to benefit from this training programme, financed by the state, as other students. What with limited institutional facilities and a shortage of faculty staff for the study of adult education, only 3 candidates have so far enrolled in this postgraduate programme. More postgraduate students in adult education are supported by the research institutions for which they work (in the last two years this kind of help has been provided mostly by the SAEC.) For this purpose, research funds are used, so the candidates have the status of both researchers and postgraduate students.

Continuing Professional Development

Continuing professional development is catered for mostly through the support given by research organisations and through the funding of research. Theoretically speaking, researchers have the possibility of continuing with their studies and of obtaining a higher academic qualification (Master's, PhD) or to widen their professional knowledge and acquire new knowledge in other areas (languages, information science). In practice, this depends on the individual (his personal engagement), his general living conditions, as well as on the institution for which he works (financial limitations, programme of work). The researchers interviewed (23 altogether) feel generally positive about their prospects of advancement; it is not so much the lack of funds as a heavy workload that makes it difficult for them to continue studying.

Public funds for the professional development of researchers are limited, with demand exceeding supply. Still, there are some possibilities for the state to encourage and support researchers' professional development. There are special grants given by the Ministry of Science and Technology for postgraduate studies abroad (for up to 6 months of study), available to top researchers. The Ministry of Education and Sport finances andragogy as an independent discipline and contributes funds for postgraduate studies of the same discipline.

The possibilities for studying abroad have greatly improved recently through international cooperation, especially the EU programmes (e.g. Tempus, Open Society Fund).

National Organisation for Researchers

In Slovenia there is a professional association for those active in adult education; it is called the Slovene Association for Adult Education. It has a broad profile, its membership composed mostly of practitioners. There is no specialised professional organisation for those researching the education of adults. The only opportunities they have to meet are at conferences and seminars. Most initiatives in this regard come from the SAEC.

Many researchers are members of other professional organisations in the fields in which they work.

Bibliographical Sources

The professional literature on adult education available in Slovenia prior to the establishment of the SAEC was very modest. There were no specialised professional libraries for this discipline. Now there is one, and the Ministry of Science and Technology has co-financed the purchase of the basic library stock. Nevertheless, the number of books it possesses (a little more than 2,000) is still very modest. The SAEC subscribes to 59 adult education periodicals, 49 of which are foreign[9]. Unfortunately, they are available only for the most recent years; whenever older sources are needed, researchers have to use inter-library loan facilities, which, unfortunately, are rather expensive.

Bibliographical resources and the availability of professional literature therefore still constitute one of the weaknesses in research on the education of adults in Slovenia. The facilities will improve only gradually; it will take several years before the situation becomes satisfactory.

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[9] In 1995 this figure was increased; the present number of periodicals in the SAEC library is 99, of which 60 are foreign.

Journals

Slovenia started publishing its own specialised journal for adult education in 1995. Adult education researchers also publish their research papers in journals for education, organisation, sociology, psychology, economics, etc.

Learning of Foreign Languages

The availability of opportunities to learn foreign languages depends primarily on the readiness of an institution to fund this type of training. On the whole, there is a fair amount of understanding of these needs, but as the money is scarce, different institutions apply different criteria when deciding who to help, and the amounts they are willing to contribute also vary.

The state does not finance the learning of foreign languages, but researchers may use the facilities offered by some countries (scholarship, grants, etc.).

International Co-operation

Forms of Co-operation

Adult education in Slovenia has been following worldwide professional developments for a considerable period of time. In the past, co-operation developed thanks to internationally active individuals (e.g. Ana Krajnc) who participated in international projects. Recently, however, especially since the establishment of the SAEC in 1991, there has also been some institutional cooperation.

Co-operation mostly involves European countries, especially EU members (because of their financial resources) and the former socialist countries of Central and Eastern Europe.

In the sphere of adult education Slovenia co-operates mostly with the following organisations: the European Union, the Council of Europe, UNESCO, OECD, EAEA (the European Association for Education of Adults), ESREA, but also EFTA, CERI, EDEN (the European Distance Education Network), UDACE, ILSCAE and others.

There exist, of course, other connections, established on personal initiative or the initiative of an institution, with individuals and institutions worldwide, wherever a desire for cooperation is expressed. In the area of research and development, Slovenia has the greatest number of contacts with the following European countries: Great Britain, Germany, Sweden, Finland, Denmark, France, the Netherlands, Hungary and Austria.

Slovenia co-operates with the above mentioned countries not only by participating in the projects they initiate, but also by initiating and conducting international research projects themselves. Between 1990 and 1993 it carried out a comparative research study with the title *Outstanding Experts on Adult Education*, which involved adult educators from all over the world; this research project served as a basis for an international conference called *Re-thinking Adult Education for Development*, which was co-financed by UNESCO.

Slovene researchers have been involved in the following international projects:

- Education, crime and criminal law (in cooperation with the UN, Crime Prevention Branch);
- State of the Art Study of Research on the Education of Adults (in co-operation with the UNESCO and ESREA, in which Slovenia acts as co-ordinator for Central and East European countries);
- Politics and Legislation in Adult Education (in co-operation with UNESCO and the EAEA);
- Can you Advocate your Rights? A project from the PHARE programme (in co-operation with Great Britain and Ireland);
- The Labour Market and Adult Education (the ESREA network);
- Cross-Cultural Influences and the History of Adult Education (the ESREA network).

Furthermore, there is bilateral cooperation, initiated by individuals and institutions, on topics such as human resource management, vocational education and functional literacy. There are discussions concerning cooperation on a number of other projects, especially within the PHARE programme (e.g. education in rural areas, education and social development).

Organisation and Financing

Research projects are organised on the initiative of foreign partners or on the initiative of individuals or institutions in Slovenia. The organisation of the research project is carried out in accordance with the premises and regulations submitted by the authors of research. If necessary, Slovene researchers cooperate when working on international projects.

Cooperation is funded on the basis of an agreement with foreign partners (PHARE, TEMPUS, UNESCO, EAEA). Public funds are obtainable in Slovenia only through the system of research funding. If a request for public funds is to be successful, it is essential that the participation of a co-financer be guaranteed. If the project is financed from abroad (in part at least), it is more likely to receive financial support by the Slovene government (a ministry).

Funding International Professional Meetings

The availability of funds for participation in international professional meetings (conferences, seminars, workshops) depends primarily on the financial resources of the institution which employs the researcher. Generally speaking, the possibilities are limited. It is perhaps easiest to get one's expenses refunded if participation at an international conference can be financed from the funds allocated for a research or development project; these funds, however, are rather limited.

The state does not provide much financial support for the participation of researchers in international meetings, speaking generally, or specifically of adult education. The Ministry of Science and Technology may give a researcher an allowance to participate in an international meeting once a year if he has been invited to address the conference. Other ministries support such participation only if there exists an expressed interest on their part.

Researchers' participation in international meetings abroad therefore depends primarily on whether expenses (travel and accommodation) are covered by the organiser or not.

Translation of Research Publications

Translations are mostly commissioned by the institutions involved in research projects, if they are interested and if they have the required financial resources. As these are usually reserved for the basics, however, the institutions tend to encourage the researchers to write in the foreign language.

The state provides financial support for the publication of conference papers in the native and foreign languages. The financing of monographs is very limited and subject to rigorous requirements.

Conclusions and Developmental Trends

Slovenia is one of those countries in which, after the Second World War, adult education came under heavy political and ideological pressure. This affected the development of adult education in a negative sense, as the political and social goals had become much more important than the personal and individual. As a result, those institutions and programmes which were in conformity with social and political demands received privileged treatment in comparison with the rest. This was reflected in the one-sided development of adult education practice (advocating working class interests and socio-economic education) and in a lack of support for the development of the adult education profession and of theory.

The high level of professional awareness and consciousness among Slovene adult educators prevented adult education from yielding to political and ideological interests; at a rather early date the profession started preparing foundations for a more adequate development of adult education. These endeavours were centred around the activities of the Slovene Association of Adult Education and other institutions (the Institute of Pedagogy at the Faculty of Philosophy). In the early 1980s a long-term development programme and strategy were devised for adult education in Slovenia, followed by a more ambitious research programme in two parts: Concepts of Adult Education in Slovenia (with an emphasis on the development of a conceptual and theoretical basis). These activities were significant as they laid the foundations for the development of the profession; they also brought some social recognition, which resulted in the improved position of adult education in Slovenia. And finally, all this has enabled us to carry on with the research activities described.

The changes in the political and social organisation of Slovenia has therefore not had a negative effect on the research and development of adult education. Our profession was prepared before the change occurred in Slovenia and other former socialist countries of Europe. The change has actually had a number of positive effects. The needs of society (development of democracy, economic restructuring, privatisation) emphasised the importance of new knowledge and of its continual updating - and this can be best achieved through adult education.

After these changes adult education was granted better development possibilities than it had had before. In the years following the recognition of Slovenia as an independent state, it became easier to find systemic solutions (administration, legislation, development strategy, organisational structure) and the possibilities for the development of the profession also improved (the establishment of the SAEC as an institution for the promotion of the development of adult education, training programmes for adult educators, infrastructure). All this has resulted in a greater volume and higher quality of research work.

Research in adult education will continue to rely on applied research studies, especially developmental projects. The conceptual, systemic and comparative studies made in Slovenia in the past have formed a solid foundation for the application of the findings through developmental research projects, the proportion of which is increasing. In this way

Slovene research will become even more closely related to practice. The implementation of these projects will require new research staff, especially to increase the capacities of specialised research and development centres. Together with the SAEC, they will fill the gap in the presently incomplete research infrastructure. Only this can make the research and development efforts of the SAEC more effective.

We are confident that the positive trends will continue and that research on the education of adults will continue to develop. This belief was confirmed by those researchers and the institutions which sent their answers for our study, as well as by representatives of the authorities. Our optimism is founded on the fact that Slovenia has a relatively ambitious research policy and a clearly defined system of research funding. There are, of course, also some negative factors: the unfavourable economic situation of the country, which means limited financial resources for investments in research and which affects the sphere of education and research in general, the position of research in social sciences being somewhat worse than that in natural science and technology. There is a shortage of properly qualified adult education researchers in Slovenia; there are insufficient specialised institutions for various segments of adult education development; and there is not enough cooperation among researchers.

One of our foremost priorities for the future is to succeed in making adult education a specific professional area and andragogy a relatively independent scientific discipline. The foundations are being prepared.

Federal Republic of Yugoslavia

Katarina Popović-Ceković[1]

Introduction

In the long period following World War II, education and educational sciences and research were all influenced by predominant ideologies. Educational research was taken away from the universities and entrusted to educational institutes. During the 1960s there was still considerable dualism between science at the universities and science outside the universities. This dualism, which was also present in research conducted on adult education, was overcome by later scientific and social developments, especially after the Chair of Andragogy was founded at the Faculty of Philosophy in 1979, and at the Institute for Pedagogy and Andragogy in 1983 (in addition to the Institute for Pedagogic Research as a non-university research unit). In the early 1980s, the Club of Young Researchers into Andragogy was formed which later became a part of the organisation known as »Young Researchers of Serbia« which is still very active today.

Research on adult education and the adult education system as a whole has undergone rapid changes during the period following the collapse of the Eastern European socialist system. These changes include the problem of trying to find new ways to finance and develop programmes oriented towards new research goals and new forms of cooperation. Similar problems are encountered by all the countries of the former Yugoslavia as a result of the war. During these periods of change, it is extremely difficult to reach any certain and definitive conclusions about research on adult education in these countries. They are now in a phase of reshaping or restructuring the entire social and educational system, including adult education, as well as research within this field. It is for this reason that it is possible to notice only some of the tendencies and trends which are now occurring in the development of this sphere.

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The problems listed above also exist in Serbia[2]. Serbia has not been directly touched by the war, but it does feel the consequences of it in other ways. On one hand, the economic problems of the country are constantly growing, fuelled by attempts to transfer the economic principles from those of a socialist economy into those of a free-market economy with greater room for private initiatives. At the same time, this means that less money is available for all the institutions and projects that are still dependent on state funds. On the other hand, science, research and education all suffer severe effects caused by the international blockade and the sanctions against Serbia. This leads to financial problems, a decrease in the degree of international cooperation, and fewer opportunities for the exchange of programmes, results and experts. This kind of isolation in science leaves a deep trace in the development of the entire educational system, including adult education. Under these circumstances, research on adult education becomes hindered and more difficult and only possible if extreme efforts are made by the scientific institutions and people involved.

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[2] Editors note: The new federation FR Yugoslavia consists of two countries: Serbia and Montenegro (Crna Gora). The author of this report concentrate mostly to the situation in Serbia.

The State of Research on Adult Education

Institutions

Number of Institutions

Weaknesses in the adult education policy undoubtedly exist. One explanation for this is the intensive social and educational transformation which is in progress. Another contributing factor is the emptiness that arose after the breaking up of the former research network into Yugoslav adult education, which provided an important impetus for this kind of research. For example, the former Yugoslav Adult Education Association and the Andragogical Centre in Zagreb have both been dissolved. This is one of the reasons why research on adult education in Serbia is largely concentrated at universities and scientific institutions. The advantage of this is that the channels for financial support already exist. There is one further reason why research is concentrated in the universities: adult education is conceived primarily as a scientific discipline that deserves a good theoretical basis for research work, but only in connection with practical work.

Research Locations

As noted above, research on adult education is concentrated in the universities and their institutes and at a few institutions of pedagogical and andragogical higher education. The real university centre of the adult education research network is at the University of Belgrade. Research on the education of adults is located at the Institute for Pedagogy and Andragogy in the scientific unit of the Faculty of Philosophy. This Institute is closely linked to the Department of Pedagogy and Andragogy in the Faculty. All the members of the Department are also members of the Institute, as well as scientists and researchers from other universities, institutes and industry. During the last 12 years, this Institute has carried out most of the research which has been done on adult education, some of which was carried out with the cooperation of institutions and experts from other educational and scientific institutions in Belgrade or with those from Novi Sad, Priština and Podgorica.

Research Themes

The Institute's activities are focused on theoretical and empirical rather than comparative and historical research. The biggest andragogical project of the Institute to date has been »Adult Education as a Social and Andragogic Problem« which involved more then 20 associates with about 20 sub-projects (some of which consisted of subjects for master's or doctoral theses). This has been followed by the publishing of a great number of books, studies and articles (some of them published abroad). Within these projects, themes could be divided into two groups: a) theoretical, comparative and historical studies and b) research aimed at effecting changes and upgrading the practices in adult education (Savičević, 1995).

The dominant themes in current research activities at the universities are:

- the basic education of adults (we should note the lengthy research projects carried out by the Institute in cooperation with the »Young Researchers of Serbia« organisation: »Basic (il)literacy in Serbia« and »Adult Education as a Factor in Social and Individual Development«) and functional literacy;
- professional education, retraining and educational planning;
- the philosophy of adult education;
- the education of senior citizens;
- historical themes (the general and national history of adult education);
- further education;
- comparative studies (methodology and practice);
- methodology of educational research;
- leisure and free-time in andragogy;
- adult education and tourism;
- educational approaches in solving social problems;
- problems in adult learning.

After 1991, research plans and assignments were narrowed by the Science Fund of Serbia, and many experts were forced to carry out their research without official institutional support.

The University of Novi Sad is also involved in the organisation of research on adult education in their department. Cooperation with the »University of the Third Age« should also be mentioned, as well as the Belgrade »Family Club« which is engaged in the education of parents and children in matters connected to family relationships and family life.

Funding

Sources and Channels of Funding

For a long time scientific work and research was funded through the Community for Science, and later on through the Science Fund of Serbia. In the late 1980s, science had already been defined as a non-productive activity, as consumption, which made the research of social phenomena that much more difficult. In the allocation of funds, the educational sciences were always in an inferior position, and the same situation exists today. Although there is a growing awareness of the importance of adult education as one of the most significant factors in the process of social, political and economic change and reorientation, finding financial resources for research in this field is an ongoing problem. Research is now financed by special state funds through the Ministry of Education and Science, but research projects are reduced and cooperation between different institutes of research and science was made more difficult in both financial and technical respects.

When it is at all financially possible, trade unions are trying to help fund research on adult education. Communities participate in offering financial support for research on basic education, and some research on vocational education for adults is supported by economic institutions and companies if they have an interest in the subject and in the results of the research. For the time being, there is no evidence that private funds could be activated for this goal. But, the first sign is there: the first private University was formed a year ago »Univerzitet braća Karić« and it has its own research Institute. The research done here is focused on professional training, retraining, education for the free market, for management, public relations, »business culture«, human resources and other similar areas. They make considerable efforts to cooperate with the Belgrade University and other scientific institutions, but even more with industry, firms and business organisations. This means that their efforts are concentrated on theoretically based, but applicable and profitable research. During periods of ideological change, the need for an increase in political adult education becomes apparent. This is especially true at the present time which marks the beginning of a new multi-party system. One would expect that in the future, political parties will invest money into research for political adult education. At the moment there is also a growing need for research focused on one particular group of people - refugees - their educational needs and specificity. They are partly included in research on education for parents and for family life (because they are mostly families of refugees) and partly in research on the education of senior citizens.

Mechanisms for Allocation, Assessment of Output and Quality Control

The criteria for the allocation of funds and evaluation of results include the following: scientific justification for research plans, detailed planning, research goals which are of current interest, the scientific and practical importance of the research and the applicability of findings. When the funds are allocated, the Republic's Science Fund gives relatively great freedom to the heads of the research projects, but it also makes them responsible for carrying out the project and for the results of the research. Although there are public funds allocated by different state institutions, the scientific bodies are also in charge when it comes to making decisions. But there is always a battle (not just in the Eastern European countries) between the priorities of those criteria which are interesting from the point of view of the state and those which are of interest to the scientists.

There are no significant differences between the policy and practice of the allocation of public funds to fundamental and to applied research. This problem is in the process of being resolved through the application of a model which uses one encompassing, comprehensive project of fundamental research carried out over a period of a few years and including smaller projects of applied research which will connect the needs of theory and of practice. The major priorities of research, according to the allocation of public funds, still lie in the area of applied research; such as basic literacy and vocational education.

Organisation of Research

Disciplinary Basis

The disciplinary basis of research at the universities is the philosophy of life-long education which is embodied in the concept of andragogy. It is perceived as one of the members of the family of educational studies and sciences, in close connection with pedagogy, but with enough specific attributes to merit being treated as a relatively independent scientific and scholarly discipline. However, almost all research reveals that it has a profound connection with other sciences and scientific disciplines, for instance with pedagogy, psychology, sociology, philosophy, history and so on. An interdisciplinary approach is therefore often used as a consequence of this.

Because more practical empirical studies are carried out, quantitative research methods have been used more frequently than qualitative methods. This still does not mean that scientific research on adult education is always related to the current practice and existing problems in the field, but there are ongoing efforts to overcome this discrepancy and to ensure that theory and practice are more closely connected. In the same way, the combining of quantitative and qualitative research methods represents an important trend, i.e. theoretical and practical research - both generally and within separate studies. However, we should note the lack of research within the field of the philosophy and theory of education as well as the philosophy of scientific educational research. The positivist trend is still very strong, and a link between research methodology and philosophical concepts is noticeably missing. This means that there is a »risk of conceptual incoherence, lack of a more robust theoretical foundation, anti-intellectualism, redundant pragmatism, over-emphasised empiricism, lack of comparative and longitudinal studies, intolerance to theory and philosophy of education and learning...« (Savičević, 1995, p.34).

Fundamental and Applied Research

Co-operation in applied research depends largely on the research topics themselves and on the possibilities which exist for related interested parties (institutions, associations, authorities) to cooperate in the research work. This form of cooperation is more developed where local government authorities are involved than in the case of central government. A desire to be politically and ideologically independent is relatively important when choosing factors and forms of cooperation in research. There is good cooperation among institutions of adult education systems (different schools for adults, People's Universities and educational centres in companies), business concerns and industry and with institutes which are not directly involved in adult education work, but which carry out some research in the scientific disciplines related to andragogy and which are relevant to adult education. This type of cooperation has been developed less since the change in the political climate. Attempts are being made to find new forms of cooperation with those organisations and with newly formed social movements. Nevertheless, there is still a need for more cooperation in research work - in preparing projects, carrying them out and in the dissemination and exchange of findings. This cooperation is necessary not just among the different parties, but also among different scientific institutions which are involved in research work. It is also valid for the system of compiling inventories of the results. The process of reshaping the research network in Serbia also demands a new and satisfactory system for the compiling of result inventories. This is now the task of the universities and scientific institutions, public and scientific libraries and partly of those bodies who are responsible for financing and carrying out research.

These problems arose after the collapse of the former Yugoslavia and particularly affect the process of disseminating research results. Conferences and meetings for scientists and experts have always represented one of the best ways to disseminate findings (the most noteworthy of them include: »Literacy as a Factor of Social and Individual Development«, »Education of Senior Citizens«, »Development Trends in Theory and Practice of Adult Education«, »Scientific Foundation of Pedagogy and Andragogy« and »Social Changes and Adult Education«. This list can also help us to »discover« some of the priorities of scientific work and research). The primary source of information lies in the publication of books and official reports, as well as in conferences and meetings. One year ago, the Institute for Pedagogy and Andragogy and the Department of Andragogy of the Faculty of Philosophy set up a new andragogical journal named »Andragogic Studies« in order to publish the results of theoretical and empirical research which are not just of local, but of international importance. The journal should effect a speedier dissemination of knowledge and research on the problems of adult education and adult learning - both within the country and abroad. It remains necessary to create a better network of information channels at a national as well as at an international level.

Continuing Professional Development

The training of researchers is included in the systematic training of andragogical personnel. In the former Yugoslavia this type of training was organised in many different ways which included courses, summer schools and correspondence courses. Now there are fewer of these, but one of the most important is the four-year course in andragogy at the Faculty of Philosophy of Belgrade University. The universal profile of graduate andragogy provides the students with more than just theoretical knowledge. It also prepares them for practical work in adult education and for individual empirical research. The studies as a whole are a combination of teaching and practice, theory followed by attending the Research Seminar (the seminar for theory and research methodology), combined with practical exercises in educational research. They are also engaged in different forms of ongoing research projects, they must formulate their research problem theoretically, test their hypothesis empirically, develop their own means and collect empirical material. Through the »Young Researchers of Serbia« organisation, andragogy students are now involved in almost all important educational research.

On a postgraduate level, the training of researchers is organised in two ways. Firstly, within a three semester specialisation period (concentrated on practical professional problems) and secondly, a four semester MA programme in andragogy which is also the prerequisite for work on a PhD degree in andragogy. For the time being, all these forms are directly and indirectly financed either by the state or by the students themselves. The registration system for dissertations is developed at the various universities and institutes (the institutes of pedagogy and andragogy as well as the institutes engaged in research in related disciplines).

The universities and institutes also represent the main framework for appraisal and the continuing professional development of experienced researchers. If the researcher is part of a company it may also provide a framework for the same purpose. However, there remains a lack of global policies for the continuing professional education of researchers in this field and a strong university orientation, which can lead to isolation from current practical trends. The greatest problems are still financial and include the lack of funding for programmes of professional development.

There is no national organisation for those involved in andragogical research although there is a Serbian Andragogic Association whose activities and meetings also provide a chance for researchers to meet, exchange experiences and make plans. However, a need exists for an organisation which would satisfy various requirements within specific areas of research.

Funding for participation in conferences, seminars and similar activities has been reduced as a result of the economic crisis in the whole society. If these funds are available, then the universities, institutes, firms and industries tend to give the money to researchers who are already involved in their own projects.

The bibliographical sources available to researchers are limited mostly because of financial reasons. There was no political limitation on books, journals and other bibliographical sources in former Yugoslavia. This sort of »scientific freedom« also exists in Serbia, but the availability and adequacy of those sources unfortunately depends on financial sources and these are very modest indeed. (This also represents a subtle way to limit »inappropriate« research.) This is also true of international bibliographical sources, the obtaining of which has almost been stopped (as a result of sanctions) and which libraries always used to receive, such as the »Journal for Lifelong Education« and »Adult Education and Development«. Individual enthusiasm alone brings some dynamics into this area. However, adult education is too important a field to be left completely to private initiative and enthusiasm and independent of global projects and stronger financial support from the state.

International Co-operation

In the period prior to sanctions, co-operation with European countries was high developed, especially in university based research. In fact, this co-operation was predominantly limited to university forms. Researchers had published work in European journals, books and anthologies, they had participated in conferences and seminars and had lectured at other universities and institutions in special areas of adult education. They were and are members of different professional bodies and institutions at a European and international level. Belgrade was host to European and international conferences in the field of adult education (for example »Adult Education and Social Changes with Special References to the Role of Adult Education in Reducing Unemployment« - an international meeting held in cooperation with the Council of Europe and »Yugoslav Experience in the Education of the Elderly« among others). A particular advantage of Serbia is its geographical position which allows it to connect East and West, and provides it with the chance to combine the experiences of both. Some of those activities were and still are financed with the help of European sources, some of them from national sources, but because of the high costs involved individuals often have to contribute personally to these costs. Financial and other support is received from the National (previously the Republic) Bureau for International Scientific, Technical and Cultural Cooperation. The Bureau is highly active in different exchange programmes.

The Foundation for Scientific Development was founded by the state a few years ago. One purpose of this Foundation is to stimulate scientific development and research and to improve the professional training of young scientists and researchers. Another of its functions is to encourage them to stay within the country and not to go abroad.

Only some of the research publications receive financial help for translation into other languages. Usually the cost of this must be met by the researchers themselves. Learning other languages is very popular and is encouraged, but once again not enough financial support is given for this purpose.

Co-operation in research on adult education between Serbia and the European and international communities has particularly suffered as a result of the international sanctions. It is already possible to see its consequences in this area - at a time when great changes are taking place in society and when new relationships and cooperation with other countries could help to define the new position of adult education. There are several forms of international cooperation (Savičević, 1995). These include study visits and specialisation at scientific and teaching institutions abroad, invitations to visit foreign universities and other scientific institutions, academic degrees obtained at universities abroad, membership of international scientific and professional associations, institutional cooperation with similar institutions abroad (examples of this include the very fruitful cooperation with the Council of Europe and its Committee for School and Out-of-School Education and cooperation with OECD) and the participation of our experts in editorial board meetings of international journals. Almost all these forms are affected by sanctions, directly - according to regulations - or indirectly, leading to financial problems. For the time being, articles published abroad and papers and reports on international meetings represent the best chance for scientific cooperation. The dominant language used in international communication and in the dissemination of results is English, followed by French, German and Russian. The journal called »Andragogic Studies« contains summaries in English, and the most widely published books have summaries in two languages.

Conclusions and Developmental Trends

The current situation in Serbia today makes it almost impossible to reach definite conclusions about major directions and trends in developments in this field. There are two major points which will allow us in future not to have to start from scratch in andragogical matters. These are the relatively high level of independence of adult education research from the political system and the relatively intensive development of andragogic theory and research on adult education. The greatest concrete problems are at present financial. At the moment we are in limbo; in the past the state was in charge of everything, but now there is a need for a free market and private initiatives. We have to learn to draw support from sponsors and to rely on the economy, particularly in the private sector.

In the countries of the former Yugoslavia, it is necessary to establish a new research network and old forms of cooperation should be replaced by new ones. Given that individual cooperation was always very good and successful, there is now the task of improving institutional cooperation. However, the stabilisation of the political and economic system brings progress and development to the educational system, its areas of specialisation and the research within them.

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Conferences Reports

Report on the Workshop »State of the Art Study« of Research on the Education of Adults

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in Central and East European Countries
held at the Slovene Adult Education Centre
in Ljubljana 21-22 January 1994

Ljubljana, 25 January 1994

Participants in the workshop: Jindra Kulich, University of British Columbia, Vancouver, Canada (moderator); Zoran Jelenc, Slovene Adult Education Centre, Ljubljana, Slovenia (regional project director); Ursula Giere, UNESCO Institute for Education, Hamburg, Germany; Pál Soós, University of Debrecen, Debrecen, Hungary; Rozalia Čornaničova, Comenius University, Bratislava, Slovak Republic; Talvi Märja, Tallinn Pedagogical University, Tallinn, Estonia; Natalija Žalec, Slovene Adult Education Centre, Ljubljana, Slovenia.

The purpose and aims of the workshop were:

1. To contribute to the preparation of the final report of the state of the art and regional trend analysis on research into adult education for Central and East European Countries for the UNESCO-UIE 92-93 Project.
2. To discuss the national case-study reports for the countries which participated in the project.

2.1. To compare the situation (state of the art and trends) of research on adult education presented in national case-study reports.

3. To compare and discuss the present situation of adult education in the countries observed and the developmental trends.
4. To put forward proposals for the development of adult education and research in this field in the countries under examination.

At the beginning of the workshop, Ursula Giere from the UNESCO Institute of Education (the financial sponsor of the conference) outlined the UNESCO project for a world trend analysis on educational research in adult education and how the »State of the Art« study for the Central and East European region fitted into the global study. Following this presentation, Dr Zoran Jelenc, regional director (appointed by the UIE and ESREA), outlined the methodology employed in the study and presented an overview of the results contained in the synthesis of the 7 national reports (received from the Czech Republic, Estonia, Hungary, Lithuania, Serbia, the Slovak Republic and Slovenia).

During the remaining part of the workshop, the participants engaged in stimulating discussions of the results of the study thus far, the methodological and logistical problems encountered, and the direction the study needed to take in the future. It was the view of the moderator, supported by views expressed by the UIE, that the regional project director had final responsibility for the shape and content of the regional synthesis report. The role of the workshop participants was seen as giving information, advice and assistance to the project director.

Since ESREA had developed a format and methodology for the »State of the Art« study for the entire European region, the first phase of the Central and East European regional study was carried out using this format and methodology. This was done primarily to enable overall European analysis and comparison. In conducting the study, however, it became clear that one major stipulation of the ESREA scheme - the restriction of the study to university-based research only - was not relevant for all countries and left out major research carried out by institutions and bodies other than universities. Furthermore, the world study funded by UNESCO not only does not contain this restriction; the UNESCO objectives clearly include »universities and other research centres«. The recommendation of the workshop participants to the regional project director, therefore, was that the study be enlarged to include all major producers of research on adult education.

The ESREA methodology is based on interview schedules and a questionnaire study. While the interview were conducted in some of the 7 responding countries in the region, other respondents did not follow this direction. The responses to the questionnaire also varied considerably. The result was an uneven range of information. Also, the original ESREA contacts did include only 10 of the 17-18 countries in the region, and only 7 of these responded. The participants in the workshop recommended strongly that the coverage of different countries needed to be enlarged as much as possible, and that the necessary information be obtained from new contacts, as well as from existing published sources (such as *Peter Jarvis Perspectives on Adult Education and Training in Europe*). The workshop participants promised to send additional information on useful contacts in the countries not covered thus far to the project director.

The group discussed at some length suggestions for the organisation and presentation of the final synthesis overview - among other things the usefulness of the presentation of some of the information (especially relating to funding, priorities, themes) in table form.

There was also general agreement that the national studies and the synthesis overview needed a presentation of the overall social, political and economic situation and changes in education and adult education as a framework basis for considerations of the situation and changes in research in adult education.

Because of the overall timeframe of the UIE project, it was evident that the synthesis report needed to be delivered to the UIE by the end of April This puts a time constraint on the regional project director and on the depth and breadth of the coverage which can be accomplished during this timeframe. It is important to produce the best possible synthesis report in the time available, but it is not realistic to expect that it would be possible to obtain sufficient information on all 17-18 countries in the region. In this context, what the project director can do with the report obtained by ESREA from Serbia (which is not a member of UNESCO due to the international sanctions against Serbia) needs to be clarified.

At the conclusion of the workshop it was agreed that the regional project director would send out a copy of the final synthesis report (which would go to UNESCO) to the workshop participants, but that this would be »for information purposes«, not for approval.

The workshop was a very useful exercise for all involved, especially for the project director. The work done, the suggestions presented and discussed, and the promised continued assistance of the participants will be of considerable help to the project director in preparing the synthesis report.

Zoran Jelenc
project director

Jindra Kulich
workshop moderator

Report on the International Conference »Adult Education in the Period of Transition«

held at the Slovene Adult Education Centre in Ljubljana
on March 10-11, 1995

Ljubljana, March 15, 1995

The conference grew out of the international research project »State of the Art Study of Research on the Education of Adults in European Countries«, sponsored by the European Society for Research on the Education of Adults (ESREA) and carried out in 1993 and 1994. This study forms part of a global project entitled »Adult Education Research: World Trend Analysis«, sponsored and supported financially by UNESCO through the UNESCO Institute for Education in Hamburg. The ESREA project was carried out in two parts: for West European countries (coordinated by Dr Barry Hake, Leiden University, Netherlands) and for Central and East European countries (coordinated by Dr Zoran Jelenc, Slovene Adult Education Centre, Ljubljana). Twelve countries participated in the latter project and eleven of them provided national reports (Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russia and Slovenia - Slovakia did not provide a report). On the basis of the national reports, supplemented by other available sources of information, Dr Jelenc compiled a regional overview report. During the work on the project, the coordinator as well as many of the participants in the twelve countries expressed a strong desire to have all the Central and East European and Baltic countries included in the final report. This turned out to be not practically possible within the given UNESCO time frame.

After the official completion of the UNESCO project at a meeting held in September 1994 in Montreal, Canada, the Slovene Adult Education Centre, under the leadership of Dr Jelenc, explored ideas and possibilities of continuing and extending the cooperation which was started in the »State of the Art Study«. The March 1995 invitational international conference in Ljubljana was the result of these efforts and of successful applications for funding to the Slovene National Commission for UNESCO (which contributed generously to the costs of organising and holding the conference and to participants' travel costs) from Slovene government ministries and, in a more limited way, to the Soros Foundation.

The principle authors of the reports in the countries which participated in the original research project were invited, and they were asked to suggest another person with knowledge of adult education structures and policy and administrative decision-making on adult education to be invited from their country as a second participant. Invitations were also extended to colleagues in Albania, Belarus, Macedonia, Moldova and Ukraine. Of the seventeen countries approached, all but Albania, Slovakia and Ukraine were represented at the conference. Dr Barry Hake, Secretary of ESREA, was also invited, and Mr Jindra Kulich, formerly of the University of British Columbia, an acknowledged expert on adult education in Central and Eastern Europe, was asked to be the conference moderator. All in all, twenty-four participants from abroad and five participants from Slovenia took part in the conference.

The stated purposes of the conference, as listed by the organisers, were:

- to stimulate the development of adult education in the Central and East European and Baltic (CEEB) states so that they may find their way out of the crisis in which they find themselves at present
- to continue and intensify the study of developmental trends and of adult education in countries in transition
- to stimulate a comparatively permanent and intensive cooperation among CEEB countries in the development of and in the research on adult education
- to reach an agreement on institutional solutions required for the realisation of the stated aims

- to reach an agreement on how to strengthen and broaden international cooperation among CEEB countries and on how to intensify their joint activities in the international arena.

These purposes were adopted in full by the participants on the eve of the official opening of the conference.

The work of the conference was carried out in plenary sessions as well as in working groups, which were assigned specific tasks.

The conference opened with welcoming remarks from Dr Jelenc on behalf of SAEC, Dr Pavle Zgaga, State Secretary at the Ministry of Education and Sport, and Mrs Zofija Klemen Krek, Secretary General of the Slovene National Commission for UNESCO (who commended the organisers and the assembled participants on the aims of the conference and who pledged the continued support of the Commission for the contribution SAEC is making to international cooperation in the CEEB region). The programme of the conference included a presentation of the results of the study »Adult Education Research Trends in Central and Eastern European Countries«, of the case study of Slovenia covering SAEC and the Universities of Ljubljana and Maribor, and of two very interesting SAEC development projects (the Study Circle project, and the project »Can you advocate your rights?« within the PHARE Democracy Programme). The working groups deliberated on (1) the methodology and process employed in the »State of the Art Study« and its continuation, and (2) similarities and differences in the development of policies, strategies and systems of adult education, and how to create and maintain them.

In the final stage of the conference work, the participants deliberated on recommendations and proposals for future work on the development of adult education in their own countries, bilateral and multilateral cooperation among CEEB countries in the area of adult education research and development, and cooperation with countries outside the region and with international organisations. It was agreed that most of the development of adult education in the countries in the region needs to be based first and foremost on self-help. The participants stressed that any cooperation and outside assistance need to be engaged in by all the parties as equal partners.

During the discussion the following points were made (not given here in any particular order) concerning immediate and future needs:

- international network for research and teaching in higher and adult education
- International Centre for Research and Training in Adult Education
- regional coordination office/clearinghouse on adult education research and development
- ESREA network for countries in transition (CEEB countries)
- attention needs to be paid in each country to strategies for development of legislation on adult education and life-long learning and learners' rights
- expansion of the »State of the Art Study« to all CEEB countries
- language barriers are a problem in international cooperation - need to consider the use of German and Russian, in addition to English, in the CEEB region
- inform the relevant bodies of the Council of Europe and the European Union about the recommendations of the conference
- inform UNESCO in Paris and the UNESCO Institute for Education in Hamburg about the recommendations of the conference
- request that the Slovene National Commission for UNESCO inform national UNESCO commissions in the CEEB countries about the conference and its recommendations
- regional association for the Balkan countries
- register of on-going and completed research in the education of adults
- directory of researchers concerned with the education of adults
- national coordinators/contact persons to facilitate networking and cooperation
- consider formation of a regional association for adult education for the CEEB countries

- consider establishing a foundation for adult education in the CEEB region
- publication of research abstracts/a regional research journal
- summer school for professional development of researchers.

The following specific actions were pledged by the participants:

- Macedonian colleagues will organise in 1996 in Ohrid a Summer School for adult education in the Balkans; the working language will be English
- Estonian colleagues will organise in 1996 an ESREA seminar on the theme »The Role of Adult Education in the Process of European Integration«; the working language will be English
- Dr Krajnc from the University of Ljubljana informed participants about the annual Summer School for Slovene leaders in adult education, to be held this year June 3-8. The school is limited to 40 participants, but some international observers can be accommodated; the working language is Slovene.

Finally, **the participants agreed unanimously on the following actions:**

1 To establish an ESREA Network for Countries in Transition.
Dr Jelenc has already obtained from ESREA agreement in principle. The proposal will be submitted to the ESREA Steering Committee in September 1995. Dr Hake, as Secretary of ESREA, assured participants of ESREA cooperation.

2 To complete the CEEB part of the European »State of the Art Study«. Dr Jelenc will follow up with participating countries the updating of the national studies and will attempt once more to obtain national studies for countries which did not report thus far. There was unanimous agreement that information obtained originally from Serbia (which had to be eliminated from the UNESCO project due to the UN blockade) needs to be updated and shall be included in the final published report. The deadline for any new information is June 15. After this date Dr Jelenc will make the necessary additions to his

overview report and SAEC will publish a monograph containing the national reports and regional overview. This publication will be available at the time of the ESREA European Conference in Austria in September. All participants pledged to assist Dr Jelenc in obtaining the information necessary to update and complete the study.

3 To establish at SAEC a Regional Clearinghouse for Research and Development of Adult Education in the CEEB Countries.

Dr Jelenc agreed on behalf of SAEC to establish the Clearinghouse and to proceed with the implementation of its role (clearinghouse function, facilitation of regional cooperation, etc) as fast as the extent of funding and staff availabilities will allow. It was agreed that Dr Jelenc will provide the Clearinghouse with leadership, but that its full functioning and success will depend on assistance and cooperation from colleagues in all the CEEB countries.

The conference attained in great measure all of its stated purposes, and met successfully the need for agreement on the main aims.

At the close of the conference the participants expressed their thanks and appreciation to the Slovene government and the Slovene National Commission for UNESCO for their support of the conference, to Dr Jelenc for his significant work on the »State of the Art Study« and his leadership in the follow-up developments leading to the conference and to the agreements on future cooperation, and to the excellent organising and management work on the conference by the capable staff of SAEC. Dr Jelenc thanked the participants for their commitment and hard work during the conference, which assured its success.

Summary
Povzetek

Research on Adult Education in the States in Transition

Research Trends in Adult Education in the Former Socialist Countries of Central and Eastern Europe and the Baltic Region. Research Report.

The present research project constitutes a part of an international project organised by the UNESCO Institute of Education (Hamburg) and the European Society for Research on Education of Adults - ESREA (Leiden). The research covering Central and Eastern European and Baltic countries was entrusted to the Slovene Adult Education Centre and the project was headed by Dr Zoran Jelenc.

The project included fifteen former socialist countries from Central and Eastern Europe and the Baltic region. These were: Belarus, Bulgaria, Croatia, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Russia, Slovakia, Slovenia, and the Federal Republic of Yugoslavia. Selected authors from the countries in question were sent specific questionnaires on the basis of which they prepared national reports for their countries. On the basis of these reports a joint (synthesised) report was put together, in which, after an exhaustive analysis of all the research questions, a comprehensive presentation of the research findings was prepared.

The principal objective of the research was to identify the state of affairs and the development trends in adult education research in the countries under consideration. We were interested in the following:

- in which university and non-university institutions adult education research is conducted;
- information about research staff engaged in these issues;

- research topics in general and the priorities in this research (viewed from the point of the state, social partners, researchers, political organisations, international organisations, providers and social needs);
- how this field is financed and materially supported;
- how decisions concerning the financing of research are made;
- how adult education research is organised (managing of and decision-making on projects, assessment of output and quality control of research, how researchers, institutions, professions and scientific disciplines are inter-related in this respect, research methods, publication of results, publications for current information about results);
- how the continuing professional development of researchers is provided for (education and training of researchers working towards academic qualifications, bibliographical sources and their accessibility, professional associations, use of foreign languages and training in this field);
- emerging international connections and cooperation.

Besides the principal objective, to present the current state of affairs and developments in adult education research first in the area under consideration and subsequently in comparison with development across the world (this was a worldwide project and the results were presented by world region), there were parallel research goals; on this basis, specific research questions were set:

- in what kind of general social and political circumstances is research conducted?
- how well-developed is adult education in general, as well as within the framework of the general education system in individual countries?

The authors/researchers were also asked how they would compare the present state of affairs, or the state of affairs after 1989 (the fall of socialist and communist regimes), with the state of affairs prior to that year.

The research report has answered the questions asked. The answers are presented in the present text. In this way we have determined the state of affairs and research trends in adult education in general throughout the countries under consideration. The findings show the following main characteristics of the countries examined:

- after decades of one-party rule and a state-centralist social order, the social circumstances in these countries underwent rapid change (into multi-party, parliamentary democracies with a free market), which had grave consequences for adult education and for education in general; in most of the countries this field was suddenly faced with a severe crisis, often without social support at all, for the opinion of the decisive state factors came to prevail that adult education was predominantly an activity to be regulated by the market;
- this statement applies likewise for countries (e.g. the Czech Republic, Hungary, Poland) that had had in the past a highly developed adult education system and a rich tradition of research in that field;
- it is interesting to note that the crisis was less pronounced or did not arise at all in states which, along with a change in the social order, gained independence and statehood (e.g. Estonia, Latvia, Lithuania, Slovenia); it is evident that such a development required state assistance and intensive work on the part of professionals and researchers active in the field of adult education;
- at the same time it is true to say of all the countries under consideration that they have very large adult education needs, extending to all fields of adult education - general and vocational, formal and non-formal;
- on the part of the state and social partners priority themes include education for the labour market and education related to employment and vocational training, whereas the state should include among its priorities the study of system and policy and of educational needs, and the updating of adult education;
- on the other hand the priorities put forward by researchers are much wider and include, in addition to those themes of topical social significance already mentioned, themes of top priority for them: research of theoretical and conceptual questions, comparative research, new forms and methods (updating) of education, and so on.

Research findings represent a solid basis for changes and modifications to the current state of affairs and policy in the research and development of adult education, be it in individual states or throughout the entire area under examination.

Raziskovanje izobraževanja odraslih v državah v tranziciji

Trendi raziskovanja izobraževanja odraslih v nekdanjih socialističnih državah srednje in vzhodne Evrope in baltiškega območja. Raziskovalno poročilo.

Raziskava je bila del mednarodnega projekta, ki sta ga organizirala Unescov inštitut za izobraževanje (Hamburg) in Evropsko združenje raziskovalcev izobraževanja odraslih (Leiden). Raziskovanje na območju srednje- in vzhodnoevropskih ter baltiških držav je bilo zaupano Andragoškemu centru Slovenija, raziskavo pa je vodil dr. Zoran Jelenc.

V raziskovanje je bilo včlenjenih 15 nekdanjih socialističnih držav z območja srednje in vzhodne Evrope ter Baltika. To so bile: Belorusija, Bolgarija, Republika Češka , Estonija, Hrvaška, Latvija, Litva, Madžarska, Republika Moldavija, Poljska, Romunija, Rusija, Republika Slovaška, Slovenija in ZR Jugoslavija. Izbrani avtorji iz navedenih držav so na podlagi posebnih vprašalnikov pripravili nacionalna poročila za svoje države. Na podlagi teh poročil je bilo sestavljeno skupno (sintezno) poročilo, kjer so - po izčrpni analizi vseh raziskovalnih vprašanj - celovito predstavljene raziskovalne ugotovitve.

Poglavitni cilj raziskave je bil: ugotoviti stanje in razvojne usmeritve pri raziskovanju izobraževanja odraslih v obravnavanih državah. Pri tem so nas zanimali: v katerih (univerzitetnih in neuniverzitetnih) ustanovah poteka raziskovanje izobraževanja odraslih; podatki o raziskovalcih, ki raziskujejo ta vprašanja; raziskovalne teme na splošno in tudi, kakšne so prioritetne teme pri tem raziskovanju (gledano z zornega kota države, socialnih partnerjev, raziskovalcev, političnih organizacij, mednarodnih organizacij, izvajalcev in družbenih potreb); kako je to področje raziskovanja financirano in gmotno podprto, kako potekajo odločitve o financiranju raziskovanja; kako je organizirano raziskovanje izobraževanja odraslih (upravljanje in odločanje o raziskavah, nadzor nad raziskovanjem, kako se pri tem povezujejo raziskovalci, ustanove in stroke ter znanstvene discipline, metode raziskovanja, objavljanje rezultatov, publikacije za objavljanje rezultatov), kako je poskrbljeno za strokovni razvoj raziskovalcev (izobraževanje in usposabljanje raziskovalcev, pridobivanje znanstvenih nazivov, strokovni viri in njihova dostopnost, strokovna združenja raziskovalcev, uporaba tujih jezikov in usposabljanje na tem področju) ter kakšne mednarodne povezave in sodelovanje nastajajo pri tem.

Poleg tega poglavitnega namena, s katerim naj bi prikazali stanje in razvoj pri raziskovanju izobraževanja odraslih najprej na obravnavanem območju, potem pa to stanje tudi primerjali z razvojem v svetu (raziskavo so opravili po vsem svetu in rezultate predstavili po območjih sveta), so bili vzporedni cilji raziskovanja in na tej podlagi so bila izbrana posebna raziskovalna vprašanja, v kakšnih splošnih družbenih in političnih razmerah poteka raziskovanje in kako je po posameznih državah razvito izobraževanje odraslih nasploh in v okviru celotnega vzgojno-izobraževalnega sistema. Avtorjem-raziskovalcem smo zastavili tudi vprašanje, kako bi primerjali zdajšnje stanje ali stanje, ki je nastalo po letu 1989 (padec socialističnih in komunističnih režimov) s stanjem pred tem.

Raziskovalno poročilo je dalo odgovore na zastavljena vprašanja. Ti so prikazani v pričujočem besedilu. Tako smo ugotovili stanje in trende pri raziskovanju in pri razvoju izobraževanja odraslih nasploh v vseh obravnavanih državah. Ugotovitve, ki jih tu ne moremo prikazovati v podrobnostih, nam kažejo tele glavne značilnosti za obravnavano območje - nekdanje socialistične države srednje in vzhodne Evrope ter baltiškega območja:

- po desetletja trajajočem obdobju vladavine enopartijske in centralnodržavne socialistične družbene ureditve so se družbene razmere v teh državah na hitro spremenile (v večstrankarske, parlamentarne demokracije s tržnim modelom gospodarjenja), to pa je imelo za izobraževanje odraslih in tudi (ali celo še bolj) za raziskovanje na tem področju pretežno hude posledice: to področje se je v večini držav znašlo v hudi krizi, pogosto brez kakršnekoli družbene podpore, saj je prevladalo mnenje odločujočih državnih dejavnikov, da je izobraževanje odraslih pretežno dejavnost, ki naj jo uravnava trg;

- ugotovitev velja tudi za nekatere države (npr. Češka, Madžarska, Poljska), ki so imele v preteklosti zelo razvito izobraževanje odraslih in bogato tradicijo na tem področju;
- zanimiva je ugotovitev, da je kriza manj izrazita ali je sploh ni zlasti v državah, ki so se hkrati s spremembo družbene ureditve tudi osamosvojile kot države (npr. Estonija, Latvija, Litvanija, Slovenija); primeri kažejo, da so bili za takšen razvoj potrebni državna podpora in tudi intenzivno strokovno delo strokovnjakov in raziskovalcev na področju izobraževanja odraslih;
- ob tem pa za vse obravnavane države velja, da imajo zelo velike potrebe po izobraževanju odraslih, ki obsegajo vsa področja izobraževanja - splošno in poklicno, formalno in neformalno;
- za državo in socialne partnerje so prioritetne teme izobraževanje za trg dela in izobraževanje, povezano z zaposlovanjem ter poklicno izobraževanje, država pa naj bi med svoje prioritete uvrstila tudi preučevanje sistema in politike, potreb po izobraževanju ter posodabljanje izobraževanja odraslih;
- na drugi strani pa so prioritete raziskovalcev mnogo širše in obsegajo, poleg že navedenih družbeno aktualnih tem, kot najbolj prioritetne tudi raziskovanje teoretičnih in konceptualnih vprašanj, primerjalne raziskave, nove oblike in metode (posodabljanje) izobraževanja ter še mnoge druge teme.

Raziskovalne ugotovitve so dobra podlaga za spreminjanje zdajšnjega stanja in politike pri raziskovanju in razvijanju izobraževanja odraslih tako po posameznih državah kot tudi za celotno obravnavano območje.

Appendices

Adult Education Research
World Trend Analysis
a UNESCO-UIE 92-93 Project

Context and Objectives

Following a decision of the general Conference of UNESCO (26 c/5 01334), the Higher Education and Research Division at Headquarters is asking the UNESCO Institute for Education to produce, in cooperation with Member-States as well as with other cooperation agencies, a world trend analysis on educational research in adult education. The objective is to strengthen the impact of educational research on the development of adult education and of adult basic education, and to assess the present and possible contribution of universities and other research centres to such development.

The challenge is not only to strengthen at national level the institutional capacities in this area of educational research, but also to produce regional trend studies and to develop, at the world level, a global perspective. The users of the regional reports and of the world reports will be the authorities in charge of developing research policy, but also those who are implementing formal and non-formal adult education programmes and the practitioners.

The Approach

UIE has approached partners to take in charge, in cooperation with the Institute, the preparation, organisation and reporting of the four regional operations to take place in developing countries (Africa, Asia and Latin America). This implies on the part of partners the input of a researcher (part-time), some communication costs, the travel and organisation costs of the workshop and the resources for the production of a regional report. The regional workshop may be organized in collaboration with the

Unesco regional or national offices. It is foreseen that non-governmental regional networks related to non-formal basic education and adult education will also be involved in each region. The reporting of each regional seminar or contribution will consist of a short publication printed in a limited number of copies (500 copies each).

The approach proposed is to involve in each region (Africa, Asia, Europe (Western E., Eastern E. and North America), the Arab States and Latin America and the Caribbean's) key-researchers (including some users able to analyze the social demand for research and development activities in this field) to undertake such analysis through the production of preliminary papers and their discussion during a regional workshop. In Asia, Africa, and Latin America, the plan is to organize a regional workshop during the first eight months of 1993 involving, in each of them, six to seven participants.

These regional inputs will lead to an international seminar to assess the world trends and to review and develop further the recommendations proposed during the regional meetings. Two participants from each regional workshops and five other international experts (who will also prepared a short paper on world trends) will be asked to attend the international seminar that will take place at the and of 1993.

In order to facilitate such a cooperation between researchers coming from different disciplines and involved in studies undertaken in different national contexts where adult education is often developed under different names and within different perspectives, there is a necessity to proceed to a clarification of concepts and to assess the compatibility of the terminologies used in the different regions and sectors. One of the contribution of UIE will be to help in the creation of such an international frame of reference in order to facilitate the intellectual cooperation across disciplines and cultural boundaries.

The Partners

To-gether with the UNESCO Headquarters through its Higher Education and Research Division and the Unesco Institute for Education, the European association of Adult Education Research ESREA, the Dutch research and cooperation center CESO (for some regional meetings), Ibadan University in Nigeria, and Asiatic research center (still to be confirmed), the REDALF network of OREALC, the Canadian ICEA (in collaboration with other Canadian associations) and the Canadian Commission for Unesco are presently involved in this project.

In the **Arab States**, an expert, Mr Hashim El-Safi Abuzeid, is being asked to prepare make the collection of data and prepare as regional trend analysis.

In the **European region**, the Institute is collaborating with the newly formed European Society for Research on the Education of Adults, ESREA, through a seminar held in Seville, Spain from the 20th and the 13th of December 1992; a proposal has also be agreed by the Slovenian Adult Education Center to complete the European analysis through a special Eastern inquiry and to present it within the ESREA European contribution.

In **North America**, we should ask four researchers to produce preliminary papers to be discussed through a small workshop organized by the ICEA (incollaboration with other associations) which will prepare a North American synthesis for the international seminar. The Institute is proposing to the Canadian Commission for Unesco, the Quebec authorities and the Institut Canadien d'Education des Adultes ICEA (with other associations in Canada) the possibility to organize the international seminar in Montreal.

Financial Support

UIE will provide, as seed-money for each of the workshops and for the international seminar, a minimal amount to be completed in collaboration with UIE and by the partners in each region and for the international synthesis seminar.

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»State of the Art«
Study of Research on Education of Adults in the European Countries
ESREA Research Project

Background to the Research

A number of recent publication and ongoing research projects, some commissioned by the European Commission, will soon provide descriptive statements of the current situation with regard to the structures of adult and continuing education, vocational education and training, adult residential education, the training of adult educators, a directory of organisations and establishments dealing with adult education, and policy developments and trends in the countries of the European Community.

There is no detailed study, however, of the developments and trends which characterise the nature, organisation and funding of research on the education of adults within the European Community. In particular, there is no study of the specific contribution made by university-based research to the development of the knowledge base about the education of adults whether by means of fundamental or applied research.

The need for such a study at this point in time is indicated by a number of important developments including:

- the increasing importance of adult and continuing education as a specific element of policies for human resource development in the economic and social sectors at both the national and European levels;
- ongoing changes in the system of funding university-based research in a number of countries;
- the current financial and manpower crises, together with a major reorientation of university-based research on the education of adults, in the countries of Central and Eastern Europe;

- growing co-operation in research between universities in different countries, including the recent creation in late 1991 of ESREA - the European Society for Research on the Education of Adults;
- institutions of higher education other than the traditional universities, for example the polytechnics, are developing a research potential in the area of adult and continuing education;
- aspiration to encourage more co-operation in the post-graduate training of young researchers, to enhance the mobility of researchers throughout the European Community, and to transfer research knowledge and skills in support of colleagues in the Eastern and Central European countries;
- discussion in the research literature with regard to the disciplinary, multidisciplinary and interdisciplinary basis of research on the education of adults and its location within the structure of universities (Bright, 1990; Hake, 1992; Rubenson, 1989; Titmus, 1989);
- a growing interest in the reconsideration of a distinctive European contribution to research on the education of adults in comparison with the English-language Anglo American literature (Hake, 1992; Rubenson, 1991).

Research Initiative

The need for the kind of rigorous study proposed by ESREA is illustrated by the forthcoming special issue of the International Journal of University Adult Education which will be devoted to the state, status and prospects of university research on the education of adults.

The establishment of the European Society for Research on the Education of Adults in late 1991 has created the ideal forum to encourage university-based researchers to co-operate in undertaking a rigorous comparative study of the »state of the art« with regard to research on the education of adults throughout Europe.

This would allow ESREA to make a more effective analysis of developments and trends in Europe and to propose recommendations for financial support, within the terms of the Commission's new proposals for a Research and Technological Development Programme in the Field of Human Capital and Mobility, with a view to stimulating a stronger European-wide research infrastructure for the rapidly developing areas of adult and continuing education. This programme will provide support for:

- the development of a Community system of research training fellowships;
- the creation and development of European research networks for scientific and technical co-operation;
- launching of a Community system of »R&D Euroconferences«.

The Research Proposal

As argued above, research on the education of adults is internationally undergoing significant change and it is likely to continue to change in the near future. These changes are multiple and this is of major importance for those involved in research at universities in those countries which find themselves in parallel phases of significant organisational and financial reform, on the one hand, and fundamental theoretical and methodological reorientation, on the other hand. Such significant developments raise a number of important question for consideration in a comparative study of the »state of the art« with reference to research on the education of adults throughout Europe.

The proposed research will be directed to the following central questions:

Organisational Infrastructure

- what are the national, regional and European sources of and channels for the funding of research on the education of adults?
- which mechanisms for the allocation of funds, assessment of output and quality control are in place?

- does citation analysis play a role in assessment?
- what is the current situation with regard to the allocation of public funds to fundamental and applied contract research (both policy - and practice-related)?
- which are the major research priorities examined in terms of the allocation of public funding of research?
- what are the forms of co-operation in applied contract research with central and local government authorities, other public agencies, business concerns and industry, trade unions, social movements, voluntary associations?
- is (are) there a system(s) for the inventarization of research?

Internal Organisation of University-based Research

- how many institutions of higher education are involved in research on the education of adults?
- where is research on the education of adults located within the organisational structures of institutions of higher education e.g. faculties for the social and educational sciences, departments of adult education andragogy, formation continue or continuing education?
- which are the dominant themes in current research activities as measured by publications (in contrast to public funding)?
- what is the disciplinary basis of research and to which degree is there evidence of multidisciplinary and interdisciplinary co-operation?
- what is the balance between quantitative and qualitative research methods?
- which are the most important national and international channels for the publication of research results?
- which is/are the dominant language(s) used in the dissemination of research results?

Continuing Professional (Human Resource) Development

- how is the post-graduate training of researchers organised and financed?
- is there a registration system for dissertations?
- are there arrangements for the appraisal and continuing professional development of experienced researchers?
- is there a national organisation for those involved in research on the education of adults?
- are there regular meetings of researchers nationally or in specific areas of research?
- what funding is available for participation in conferences, seminars, workshops etc.
- how adequate are the bibliographical sources available to researchers?
- which national/international journals are available in libraries?

European Activities

- which forms of co-operation exist with university-based researchers in the other countries of the European Community?
- how are these activities organised and financed? (e.g. TEMPUS)?
- is funding available for participation in conferences, seminars and workshops at the European level?
- is assistance available for the translation of research publications in other languages?
- are training opportunities available and funded to encourage the learning of other languages?

Analysis of Developments and Trends

The identification of major lines of development and the trend analysis should be limited to a five-year period, 1989 - 1993.

Planning of the Research

The »State of the Art« research project is planned for the period 1992 - 1995 and is provisionally organised in three distinct phases.

Phase One, April - December 1992

In the period April - September 1992, the researchers, all active members of ESREA with good national and regional connections, who have agreed to participate in phase one will conduct al least fourth in-depth interviews with acknowledged experts in their geographical area. They will make use of the above list of central questions with a view to eliciting a statement of developments and trends. Additional empirical data will be based upon secondary sources of published information. The qualitative research undertaken by these authors will contribute a set of national/regional case studies by 31 August 1992.

These case studies will be subsequently analysed by the project co-ordinators, Prof. Peter Alheit (University of Bremen) and Dr Barry J. Hake (University of Leiden), with a view to producing a comparative study. the case studies and the comparative integrative report will be presented and discussed during the ESREA European research seminar in Sevilla, 12-16 December 1992.

In agreement with the UNESCO Institute for Educational Research, Hamburg, this ESREA-initiated study of research programmes on the education of adults will provide the bases for the European input into the long-term world-wide study which was launched by the Hamburg Institute in its new five-year programme of research. As a consequence of this agreed co-operation, the results of the preliminary phase of the ESREA research project will be also presented at the proposed UNESCO international seminar in 1993.

Phase Two, January 1993 - December 1994

On the basis of the results of the qualitative development and trend analysis in Phase One, the proposed research activities during Phase Two of the ESREA research project will be distinctly quantitative in character. the objective is to produce a definitive »State of the Art« study of all university-based research in the European countries. This study will make use of the data-bases with regard to ongoing research which are currently being established by ESREA for the countries of the European Community and the European Free Trade Association, and for the Eastern and Central European countries by Dr Agnieska Bron and Dr Michael Bron.

The intention of this phase of the education of adults.

To enable this research to take place, this phase of the research process will call for an intensive investment of research time and manpower. To this end, ESREA will seek to secure funding, on a national and/or European level, for two full-time post-doctoral research fellows based at the universities of Bremen and Leiden.

The results of phase two will be presented at a European research seminar in late 1994.

Phase Three, 1995

Present thinking about phase three of the project is that it will again link up with the UNESCO parallel research project in an international conference. The possibility is also envisaged of a **Delphi-study** of expert opinion on future developments.

»State of the Art Study« of Research on Education of Adults in Central and East European Countries

SAEC Research Project - SASREA - CEEC

Outline for the Preparation of the National Report

Part I:

Description of the main social, political and economical changes in the country in comparison with the period before the year 1989.

Sources:

- published or unpublished material (papers, publications, reports etc.);
- additional descriptions and comments given by authors of the national reports.

Part II:

The situation of adult education (AE) in the country

The main items of the report:

1. The position of AE in the whole system of education (the state/societal policy towards AE, systemic regulation, national and state projects for the development of AE).
2. Administration, legislation on AE.
3. Organizational structure (network of providers):
   main institutions and fields of provision of adult education (formal-nonformal, general-vocational).

4. Infrastructure (developmental and research institutions/ services, professional staff development, information system).
5. Financing of AE (state, social partners, participants).
6. Needs for AE: formal (to obtain higher level of education and change the structure of educational attainment of the population), nonformal (general, popular), vocational (labour market, employment/unemployment).
7. Modernization of AE (changes in methods/forms of provision).

Describe the situation:

a) before the social and political changes in the year 1989 (the main characteristics of the period of socialist and communist period after the Second World War);
b) in the last four years - from 1989 till now.

Sources:

- published or unpublished material (papers, publications, reports etc.);
- additional descriptions and comments given by authors of the national reports.

Part III:

The situation of research on adult education in the country

Items:

1. Institutions which provide research on AE
1.1. at the university level (faculties, institutes, centres, departments...);
1.2. Other institutions.
2. Research themes
2.1. present priority classified by financial support of:
    - state/national policy;
    - labour market, social partners;

- international bodies/funds;

2.2. present priorities classified by the frequency and extent of the research, independently of the financial support ;

2.3. proportion of research and developmental projects (themes);

2.4. past and present priorities independently of the financial support by:
  - state
  - social partners
  - international bodies/funds

2.5. Decision making regarding priorities /who, how).

3. Research staff: their status, authonomy, number.

4. Funding

4.1. resources, allocation;

4.2. organization of funding (channels, partners, cooperation..);

4.3. decision making: proportion of central and regional funding; planning of research programs and funds.

5. How is the research work organised in the country.

6. International connections, cooperation and support in research work.

Describe:

a) present situation;

b) the main changes in the comparison with the situation before (1989 and earlier).

Sources:

- descriptions and answers to each of the questions postulated;
- published or unpublished material (papers, publications, reports etc.), if possible.

Part IV:

General conclusions on »state of the art« and trends of development (AE, RAE) and authors' opinions and proposals as to what should be done to change the situation if necessary.

General directions for the method to be used for preparing the report:

a) To collect all the information within reach by using whichever of the mentioned possibilities (published or unpublished material, answers etc.).

b) If information for individual item of the disposition is not available leave that item out; explain that the data was not available, and if possible indicate the reason for its absence.

c) Authors should and, if possible, obtain opinions and data for the individual items from others (experts, institutions), or use empirical data.

d) Special attention should be paid to the questions where the situation has changed considerably; we are not interested only in has anything changed but also in what, how and why (eg. changes in values and relation to adult education in the society; support of the state; the influence of the market; greater institutional support; international support; greater engagement of the researchers and providers etc.).

e) The basis for the report should be qualitative description and not statistical data (these can be used for the illustration purpose if necessary).

f) Explanations should be brief and should describe or comment all the relevant data in a condensed form.

g) The use of tables is left to your needs and possibilities; as an example we have prepared three such tables for the presentation of the priority themes and fields (by present financial support and independently, comparison with the situation in the past); if using the table presentation please, add explanation or comment.

h) If you should answer in a such a way as to send us the material which does not take into account the latest circumstances and situation, give us additional information by telling us what might have or has changed from the time the text was published.

»State of the Art« Study of Research on Education of Adults

SASREA-CEEC-A

A. PRIORITY THEMES BY FINANCIAL SUPPORT

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception				
2	System, policy				
3	Society, social development, economic growth				
4	Culture, quality of life				
5	Labour market, employment				
6	Human resource development				
7	Formal (school) education				
8	General (non-formal, popular) education				
9	Vocational education				
10	Needs for AE				
11	Accessibility of AE				
12	AE organisations, providers				
13	Modernisation, new forms/methods				
14	Characteristics of participants, adults as learners				
15	Target groups				
16	Civic education, AE and democracy				
17	Young adults				
18	Education of the elderly				
19	Comparative education				
20	History of AE				
21					
22					
23					
24					
25					

The priorities with sign X in appropriate space and, if possible, rank the first three priorities in each column (beside the sign »X« put the rank number from 1 to 3).

State of the Art Study of Research into the Education of Adults
B. GENERAL PRIORITY THEMES

SASREA-CEEC-B

THEMES		State	Political bodies	Social needs	Researchers	Providing institutions	International bodies
1	Theory, conception						
2	System, policy						
3	Society, social development, economic growth						
4	Culture, quality of life						
5	Labour market, employment						
6	Human resource development						
7	Formal (school) education						
8	General (non-formal, popular) education						
9	Vocational education						
10	Needs for AE						
11	Accessibility of AE						
12	AE organisations, providers						
13	Modernisation, new forms/methods						
14	Characteristics of participants, adults as learners						
15	Target groups						
16	Civic education, AE and democracy						
17	Young adults						
18	Education of the elderly						
19	Comparative education						
20	History of AE						
21							
22							
23							
24							
25							

The priorities with sign X in appropriate space and, if possible, rank the first three priorities in each column (beside the sign »X« put the rank number from 1 to 3).

State of the Art Study of Research into the Education of Adults

C. PRIORITY THEMES BY PERIOD (the turning point is 1989)

SASREA-CEEC-C

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception								
2	System, policy								
3	Society, social development, economic growth								
4	Culture, quality of life								
5	Labour market, employment								
6	Human resource development								
7	Formal (school) education								
8	General (non-formal, popular) education								
9	Vocational education								
10	Needs for AE								
11	Accessibility of AE								
12	AE organisations, providers								
13	Modernisation, new forms/methods								
14	Characteristics of participants, adults as learners								
15	Target groups								
16	Civic education, AE and democracy								
17	Young adults								
18	Education of the elderly								
19	Comparative education								
20	History of AE								
21									
22									
23									
24									
25									

The priorities with sign X in appropriate space and, if possible, rank the first three priorities in each column (beside the sign «X» put the rank number from 1 to 3)

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